Progression in Art

Exploring and Developing Ideas				
By the time children leave Beighton they will...	**Nursery**	**Reception**	**Year 1**	**Year 2**
To produce creative work, exploring their ideas and recording experiences. Children can: • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve. • respond positively to ideas and starting points; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	• Use a range of media, tools and techniques to create images, express ideas and show different emotions. • Talk about and represent ideas, sounds, movement and emotions through their creations. • Say what they like or dislike about their work. • Say how their artwork is the same or different to someone else's. • Create pictures of places from imagination or experience.	• Create art in different ways on a theme, to express their ideas and feelings. • Communicate their ideas as they are creating artwork. • Share their creations with others, explaining their intentions and the techniques and tools they used. • Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. • Draw or paint a place from observation or imagination.	• Design and make art to express ideas. • Communicate their ideas simply before creating artwork. • Say what they like about their own or others' work using simple artistic vocabulary. • Identify similarities and differences between two or more pieces of art. • Draw or paint a place from memory, imagination or observation.	• Select the best materials and techniques to develop an idea. • Make simple sketches to explore and develop ideas. • Analyse and evaluate their own and others' work using artistic vocabulary. • Describe similarities and differences between artwork on a common theme. • Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.
	• Different tools and techniques can be used to make pictures. • **There are some things which are the same and some things which are different in relation to their own and others artwork** • Familiar places can be shown using pictures. i.e a house, a field, a beach	• Different types of art include painting, drawing, collage, textiles, sculpture and printing can be used to express ideas. • Colours, materials and techniques can be used to represent different feelings and ideas. • **There are lots of different types of art. Artists choose and use different colours and techniques** • **There can be lots of similarities and differences between art work i.e. what colours and materials have been used.** • A painting of a place is called a landscape.	• Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). • Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. • **Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.** • **Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.** • Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).	• **Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.** • A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. • **Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.** • **Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.** • A landscape is a piece of artwork that shows a scenic view.
WORK OF OTHER ARTISTS, ARCHITECTS & CRAFTSPEOPLE (see Artist progression and Knowledge)				

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By the time children leave Beighton they will...	Nursery	Reception	Year 1	Year 2
Know about the work of a range of artists, craft makers and designers. Be able to describe the differences and similarities between different practices and disciplines, and making links to their own work. .	Explore and talk about pictures of famous artwork as they paint and draw. Begin to talk about their own and others art work talking about what they like and dislike about it.	• Explore artwork by famous artists and talk about their likes and dislikes. • To be able to express a response to how a picture makes them fee • To explain what they are doing when they make art.	• Describe and explore the work of a significant artist. • To recognise and describe some simple characteristics of different kinds of art, craft and design. • Names the tools, techniques that have been used in chosen examples of work	• To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use). • Explain why a painting, piece of artwork, body of work or artist is important.
	Lots of people create art they are called artists	• An artist is a person who makes art, this can be things such as paintings, drawings, and sculptures	• Know that art is made by artists and they have crafted it in a particular way and it is valued for its qualities. • Know about a selected Artist as a person – when they lived, where they came from and interesting facts or features of their life and relate this to their own lifestyle. • **Most artists have a style and have a preferred style and technique which they will use.** • Be able to give emotive responses to selected pieces of work based on their opinions, thoughts and feelings	• **To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.** • **Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.** • Modern art is an expression via unconventional techniques, such as colour symbolism, abstract representations and employs unusual techniques and materials. • Traditional artists use conventional tools and techniques, such as pencil and paint to create realistic illustrations, drawing, sketches and paintings. • Contemporary artists are still alive and creating art work.
Observational & Technical Skills				
To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: • draw lines of varying thickness;	To begin to use shapes to represent objects they can see.	To be able to use lines to draw outline of variety of objects seen remembered or imagined. To look closely at simple objects make sense of them by describing what they can see: counting, looking for shapes, and use directional and positional language to explain.	To use finger as an imaginary pencil to draw outline to plot size of drawing on page and act as guidelines before commencing To sketch main outlines first before adding detail To be able to sketch outlines lightly and not require eraser for mistakes.	Use simple measurements, guidelines and markers to plot a drawing , paying attention to scale and intersection point. To draw artefacts and objects of increasing complexity. To be able to choose the most of interesting part of an object rather than the whole thing – introduce composition.

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• use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk and felt tips.		To be able to draw an image to fill a given size of paper. (Introduction to scale) To focus observations skills by using the saying "Draw what you can see"	To know that the viewpoint of an object alters if either the viewer or the subject moves and know that this will alter their picture. Practice drawing the same object from different viewpoint e.g. Lego brick) Develop broaden and use positional language Develop broaden and use descriptive language To use and understand the phrase: " Draw what you can see, not what you know"	Introduce scale – Scaling up - when something is drawn bigger than it really is . Scaling down – when something is drawn smaller than it really is. Follow a modelled observational drawing sessions and then use skills learned independently with a different but similar object. Specific Technical Technique – Portrait Understand proportion in portraits. – breaking a face into 3rds
Drawing				
By the time children leave Beighton they will...	**Nursery**	**Reception**	**Year 1**	**Year 2**
To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk and felt tips.	**Shading** Use a range of materials for colouring in **Pattern and texture** . Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. To explore drawing different sized and coloured lines using a variety of media. To begin to draw with increasing complexity and detail, remembering that a human body remembering that it has a head, body, 2 arms, 2 legs and that the face has 2 eyes a nose and a mouth.	**shading** To hold a pencil and shade with smooth flowing movements using lines up and down. To colour in a variety of shapes neatly and within the lines. Begin to understand tone by making darker and lighter marks **Pattern and texture** To use artistic language to explain patterns and describe textures To follow and copy modelled abstract shapes and repeat to make patterns and textures. To draw lines, shapes and marks from observations. To know a pattern is a series of marks that are repeated. To begin to draw lines using different pressure to make lines lighter or darker or by drawing lines closer together. To draw with complexity and detail when drawing people, animals, and objects. i.e. adding fingers and ears when representing people, drawing animals and their features i.e. head, body, ears, eyes, tails, claws. To use language to interpret what shapes and patterns could be representing in real	**Shading** To vary the pressure of my pencil to create darker and lighter tones in a section To make 3 tonal values with a HB pencil. To use linear shading (one direction) and stay within an outline. **Pattern and texture** To follow and copy modelled abstract shapes and repeat to make patterns and textures. To use artisitic language to describe patterns they seen around them (the roof tiles make a pattern using rectangles and curved lines). Describe textures of objects Apply pattern technique to a simple observational drawing (not colouring in) (Pencil dictionary) **Hatching and stippling** To copy and make patterns using lines and circles of varying sizes – close together, overlapping, spread apart. Use language such as; long, short, spiky lines, big, small circles, overlapping. To independently draw a variety of straight and curved lines. To use a variety of sizes of circles to create repeated patterns and describe them.	**Shading** To be able to vary pressure to achieve 4/5 tonal values with a HB pencil. To be able to identify in work of other artists where tonal values change and the effect it has on the depth and impact of the finished piece. To recognize the impact that the direction of the shading has when colouring in a shape. Can independently vary the pencil grip to impact pressure **Pattern and texture** To follow and copy modelled abstract shapes of increasing complexity and repeat to make patterns and textures. To develop fine motor control to create shapes and patterns of fine detail, small intricate patterns. To generate own patterns and textures from imagination To use language to interpret what the shapes and patterns made could represent in real life drawing on surround environment and experiences. • (Pencil dictionary) **Hatching and stippling** Explore straight lines - Hatching and Simple cross hatching

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		life drawings and life experiences (wavy lines remind me of the sea).		Be able to talk about the tonal values between these –the simple hatching make a lighter tone than the cross hatching and the complex hatching is even darker. Can use a combination of lines to fill in an image –paying attention to the type of line according to the subject.
	Different types of line include bumpy, zigzag, curvy and dotty. Lines can be both thick or thin or light or dark To know texture is the feel of something	Different types of line include thick, thin, straight, zigzag, curvy and dotty. If you press harder or draw lines closer together, it appears darker. Lines can be used to enclose spaces and form different shapes.	Different lines and marks can be used to represent patterns and effects when drawing different objects and materials Tone is the lightness or darkness of a colour To understand pattern can be used to represent texture in art.	Pencils can create lines of different thicknesses and tones and can also be smudged. Understand that lines can go in different directions to give different effects Understand that tone gives form to an object – e.g. gets darker at the edges to show a curve. Textures include rough, smooth, ridged and bumpy.
Painting				
By the time children leave Beighton they will…	**Nursery**	**Reception**	**Year 1**	**Year 2**
To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades.	**Colour and Tone** To explore and name familiar colours Can name and match colours to a range of artefacts/ objects Can explore mixing two primary colours together **Pattern and texture** Can begin make a variety of marks with paint including filling in large areas and creating smaller patterns, detail. **Controlling paint and using paint tools** To follow instructions to follow a simple routine when using powder paint (see routine) To explore mixing powder paint noticing when more powder is needed (i.e. too runny) Enjoys experimenting with a range of tools to apply paint including: fingers, cotton buds, twigs, sponges, various sized brushes, straws etc. To use a variety of brush sizes to build control in making thick and thin lines Create pictures of places from imagination or experience.	**Colour and Tone** To identify primary and secondary colours Identify and use paints in the primary colours, exploring what happens when these colours are mixed together **Pattern and Texture** Can make a variety of marks with paint including filling in large areas and creating smaller patterns, detail. **Controlling paint and using paint tools** To follow instructions to set up, use and clear away powder paint resources To use the brush to create patterns using a variety of lines, dots, dabs, wiggles and patterns Can mix primary colour powder paint to a consistent creamy consistency. Can identify and understands what happens if too much water or too much powder is added. Can maintain creamy consistency when changing colour by adding more powder or water. **Composition**	**Colour and Tone** Knows that secondary colours are made from mixing two primary colours together and can make secondary colours with increasing accuracy and confidence Know that adding small amounts of red to blue and blue to red will darken the shade of the colour. Can create ombre gradation of two primary colours Can explore making brown and knows that starting with green and adding red will give a different brown to that which is mad from orange and adding blue. Can create ombre gradation of two primary colours **Pattern and Texture** . Beginning to explore that a brush can make a variety of marks Knows that the direction of the brushstroke creates an effect. **Controlling paint and using paint tools** Can independently organize and set up equipment properly	**Colour and Tone** Understands and can explore making secondary colours of varying shades by increasing/decreasing amounts of colour added together. Can describe different shades of brown such as brown like a tree or brown like a chocolate bar (reference Y1 colour chart) To use language to describe different shades and tints of colours Add white, black or green to a primary colour (blue) to explore tints and shades. Using three colours to explore a specific colour scheme e.g. browns or greens Understands how Ombre effects work and can produce this with chosen secondary colour and by adding white with increasing control and subtlety. **Pattern and Texture** Explore stippling in different sizes Beginning to explore that a brush can make a variety of marks – explore lines in different directions, length and thickness.

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		Can sketch and outline in pencil and use paint to complete an image Shows awareness of composition filling the page or making a picture too small. Draw or paint a place from observation or imagination.	Can work as part of a team to clear away equipment safely and effectively. powder paint with minimal help and mess Can independently mix paint into a creamy consistency To begin to mix paint at varying consistencies for a particular purpose To hold a brush correctly with control manipulating the direction and size of brush marks. **Composition** Paint a place from memory, imagination or observation i.e. a landscape using foreground and background. To create a painting by layering colour working from background to foreground.	Can use a brush to make a variety of marks and relate these to different textures of common artefacts or situations e.g. Hair, water, wood etc. **Controlling paint and using paint tools** To independently set up, apply and clear away powder paint Is able to maintain creamy consistency independently whilst changing colour. Can repeat colour mixing process to match colours with increasing accuracy Can explain confidently how to hold a paintbrush correctly. Can use a brush and vary application to get wide/thin lines/ variety strokes and marks. Can select appropriate tool for paint application – e g bigger small flat round brush/ sponge **Composition** Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.
	I need to use both water and paint to make the paint I need I know that if the paint runs it is too runny and I need to add more powder There are lots of different colours including red, yellow, blue, green, orange and purple.	I need a brush, paint, water and a pallet. I know to add more paint if the paint is too runny and more water if it goes lumpy or dry. The primary colours are red, yellow and blue, when these are mixed together they make different colours	I know where to access the resources I need for painting and how to set these up and clear them away To make paint thinner I need more water and to make it thicker I should add more powder The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. By adding white to a primary colour it will change the tone (become lighter). By adding small amounts of red to blue and blue to red will darken the shade of the colour.	I know were to access the resources I need for painting and how to set these up and clear them away Adding white to a secondary colour will change its tone. I can add different things to paint to give it different textures Turquoise, cyan and royal are all mixes of colour made with green and blue. Different shades of primary and secondary colours can be made by using different amounts of primary colours, black and white.
Printing-				
By the time children leave Beighton they will...	**Nursery**	**Reception**	**Year 1**	**Year 2**
To become proficient in other art, craft and design techniques –	**Selecting and Image** Can experiment press printing a wide variety of objects including Hands,	**Selecting and Image** With support can select a range of	**Selecting and Image** With support an select a simple image to draw onto a tile.	**Selecting and Image** Can select and plan create an image for printing to use two colours

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printing. To develop a wide range of art and design techniques in using colour and texture. Children can: • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing	fingers, feet, leaves, Lego bricks other found objects and shapes **Inking and producing an image** Make simple prints using fingers, hands, feet and found objects. Can create an image using prints found in the environment – man made and natural. **The process** Is able to select items that will make a print Make rubbings showing a range of texture and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling, clay. Produce simple pictures by printing objects. Imprint onto a range of textures including into clay and dough.	objects, artefacts to print and can predict the pattern or shape it will create **Inking and producing an image** Can make single colour press prints to create a repeated pattern – random and organized and overlapping Is able to load objects with correct amount of paint to get a clear print and repeat this, Can describe verbally the effects of too little or too much paint on the quality of the print. **The process** Make simple clean prints with paint using a variety of tools, including print blocks and rollers. Create patterns and pictures by printing from objects using more than one colour Develop impressed images with some added pencil or decorative detail.	With support is able to trace a drawn image onto a poly -tile either using tracing paper or by scribbling the reverse of the design and drawing through. Is able to successfully carve the image onto the tile using a blunt pen or pencil ensuring the indent is deep enough to make print but without pressing too hard to make a hole in the tile **Inking and producing an image** Is able to apply an even layer of ink to prepared tile using a roller. Is able to transfer image to paper by aligning, printing the tile and remove the paper and repeat the process several time without damaging the tile. Is able to print mono colour onto different backgrounds and discuss the effects of this on the original design Can repeat the image in different forms – e.g. join the image by repeating , repeat the image on different backgrounds, repeat the image with rotation, Can keep work area clean and organized and follow a modelled process using equipment safely and responsibly. **The process** To create a repeating or continuing pattern using block printing Use equipment and media correctly to produce clean image. Experiment with pattern and rotation. Is able to transfer image to paper by aligning, printing the tile and remove the paper and repeat the process several times without damaging the tile.	Can independently trace a drawn image onto a poly-tile either using tracing paper or by colouring the reverse of the design and drawing through. Can create two tiles of the same image to use as background and foreground Can plan and prepare a two tiles to fit together Can combine drawn and pressed textures to prepare an image for printing. **Inking and producing an image** Can repeat two colour process but using cut away process. Experiments with a variety of objects to create textures and patterns on a tile Can trace an image effectively Is able to ink background tile and print a series of identical prints. Can create smooth even layers of colour Can create print that has crisp clear images. Can align second tile to print accurately Can overlay colour successfully without bleeding **The process** Understands the process of layering colour and can plan each printing stage Can verbally describe the printing process and can name the tools and explain what each item is for. Can set up equipment and work responsibly with tools to ensure a clean and safe work area. Is able to set up and clear equipment away Can keep work area clean and organized and follow a modelled process using equipment safely and responsibly. Can identify printing in the environment and around them and knows that there are many different types of printing.
	When an object is dipped or loaded with paint and pressed onto a surface it will leave an image behind called a print. A print can be made with lots of different objects	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink	An engraved block can be repeatedly used, for overlapping prints to create repeating patterns Using multiple tiles will enable repeats to be continually made.

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		A print is the shape or pattern made from the part of the object pressed to the surface (not the whole object) Printing is different to painting and drawing in that is makes a mark that can be repeated several times	An image to create in print is different to an image drawn –it has to often be much simpler In relief / block printing the process is the reverse of drawing –what you carve into the tile will not be printed. Iink should not penetrate the carved lines and if this happens is able to recognize why. Prints are usually built up in layers of colour	In the cut away process , the repeats of the prints must done at each stage as once cut away the tile will be destroyed. There are other types of printing processes and can identify some of them.
Sculpture				
By the time children leave Beighton they will...	**Nursery**	**Reception**	**Year 1**	**Year 2**
To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture	**Texture and pattern** Exploring making marks in malleable materials using various materials such as pine cones, sticks, leaves, match sticks Join different materials and explore different textures. **Technique** Explore ways of changing the shape or texture of malleable materials. Explore moulding malleable shapes to represent different objects Explore using different tools such as rolling pins and cutters to effect the shape of malleable materials. Exploring joining materials together Explore different materials freely, 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 Make simple models which express their ideas.	**Planning in 3D** Beg to draw shapes which represent different objects recognising that some parts of an object can not be seen to draw. **Texture and pattern** Explore making marks using various objects into clay and playdough. Begin to make different marks in clay, salt dough and playdough to give different effects. **Technique** **Modelling** Manipulate malleable materials in various ways including squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing as well as imprinting objects into them. To explore different materials when constructing including how materials can be joined together. **Pinch pots** To use thumb and fingers to make a ball of clay into a little pot Coiling To begin to roll a sausauge shape from playdough, saltdough and clay exploring how the shape of this can be changed i.e. twists, curled, joined at each end.	**Planning in 3D** To begin to draw simple artefacts from different viewpoints realizing that objects have a front and a back. To begin to think of a 3d object as pieces joined together and to consider where the joins will appear and how they will attach **Texture and Pattern** Be able to make different marks into clay and describe the effect. **Technique** **Modelling** Join 2 pieces together with a secure bond To manipulate clay by pulling, pinching, squeezing, pressing to make a variety of shapes and effects. **Pinch Pots** To be able mould small amount of clay into a ball by rolling on clay n palm of hand, To create a pinch pot from a small ball of clay by using thumb and fingers and turning and pushing clay. **Coiling** To be able to squeeze clay into a sausage shape and then create coils by rolling clay on a board with finger tips. To be able to curl coils to make a flat spiral that attaches to itself **Slab Building**	**Planning in 3D** To be able to draw simple artefacts from different viewpoints realizing that objects have a front and a back. To be able to think of a 3d object as pieces joined together and to consider where the joins will appear and how they will attach **Texture and Pattern** To begin to use a wider range of objects to create different textures and patterns on the surface of the clay **Technique** **Modelling** Join multiple pieces of clay together with a secure bond. To confidently manipulate clay by pulling, pinching, squeezing, pressing to make a variety of shapes and effects. **Pinch Pots** Mould small amount of clay into a ball by rolling on clay n palm of hand that has even thickness of sides. **Coiling** To be able to make a coil and attach in layers to a pinch pot base to create a simple vessel. To be able to roll several even coils of clay and join effectively **Slab Building**

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		Slab building To explore rolling out playdough, clay and saltdough using a rolling pin, exploring different thicknesses.	To be able to roll a piece of clay to an even thickness using a rolling pin and slats or other measuring guides To begin to cut out a simple shape using a template and knife, keeping even thickness of clay	To cut out a simple shape using a template and knife, keeping even thickness of clay
	• Different materials can be used for construction. Some will work better than others Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire Sand is better to make sandcastles when it is wet.	Different materials have different properties and can be used for different purposes. Malleable materials, such as clay, plasticine or salt dough, are easier to shape than others. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.	Marks can be made on the surface of the clay by pressing into the surface of the clay with different objects Clay is a malleable material that can be modelled by pulling, pinching, squeezing, pressing to get a range of effects. A pinch pot is a hollow form that can be mould from a small ball of clay. A pinch pot can be the starting point for many 3D forms A coil is a piece of clay of even thickness that can be rolled by fingers or created using a tool. Slabs are flat pieces of clay rolled to an even thickness and be a variety of shapes.	Colour and pattern can be applied to clay by using glazes. There must be a secure bond when joining pieces together, if this isn't accurate there is a risk of damage Texture can be made on clay by adding pieces on - applique Clay shrinks as it dries out. A coil can be used to build a variety of 3D forms. Slabs can be joined together to make a variety of 3D forms.

Collage

By the time children leave Beighton they will...	Nursery	Reception	Year 1	Year 2
Children can : • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • To create simple collages. • To arrange and glue materials to different backgrounds. • To sort and group materials for different purposes e.g. colour texture. • To fold, crumple, tear and overlap papers. • To work on different scales. • To collect, sort, name match colours appropriate for an image.	To explore joining materials together using different glue and tape To begin to use scissors to snip paper Use a variety of paper and fabric to make images.	To use PVA glue to stick items together with limited mess as well as exploring other ways to join materials i.e. tape To hold scissors correctly to cut simple shapes Cut, tear, fold and stick a range of papers and fabrics.	To use joining materials such as glue and tape with safety and control To show control using scissors to cut out shapes and objects Use textural materials, including paper and fabric, to create a simple collage.	To use joining materials such as glue and tape with safety and control To continue to develop control when using scissors in order to create appropriate shapes to create a landscape using collage Create a range of textures using the properties of different types of paper and other materials
	Paper and fabric can be cut and torn and joined together using glue.	Papers and fabrics can be used to create art, including tearing, cutting and sticking, this is called a collage.	Collage is an art technique where different materials are layered, crumpled and stuck down to create artwork.	Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as

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• add texture by mixing materials;				pastels, or watercolour paint, can be added to papers to reveal texture

Crucial Knowledge in Bold