

Mount Primary School

Art

Curriculum Design

Long Term Plan & Progression



Art Intent

The aim of Art and Design teaching at Mount Primary is to spark creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Through learning about different artists/designers and art movements throughout history, they can explore the impact it has had on contemporary life and that of different times and cultures. When studying a particular artist for each project, this can inform their own practice, allowing them to create a piece of artwork that is clearly influenced by that artist, but not merely a replica. Our Art and Design curriculum at Mount has been designed to reflect some of the major art movements throughout history and the artists associated with them and also some lesser known artists/designers. It has been split into 6 strands – painting, drawing, collage, printing, sculpture and textiles. These strands are revisited throughout the key stages so that the children are able to build upon their prior learning and improve their mastery of art and design skills. The Art curriculum at Mount delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating pupils actively in artistic and creative activities. We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art. Pupils are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Pupils discuss and work in the style of a wide variety of artists and designers. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. The artists that the children study through our curriculum have been carefully chosen so that they represent all members of our society including different genders, cultures and race.

Art Implementation

The teaching of Art throughout the school follows the National Curriculum. It has been developed with research and teacher's expertise to deliver high quality, progressive and creative sequences of lessons. It has been designed so that pupils engage in a variety of techniques whilst exploring artists and designers from around the world. Our art curriculum has been split into 6 strands – painting, drawing, collage, printing, sculpture and textiles. These strands are revisited throughout the key stages so that the children are able to build upon their prior learning and improve their mastery of art and design skills. The concepts of the elements of art; line, form, shape, colour, value, texture and space are interwoven through children's analysis of examples of art and then applied to their own pieces of work.

In Early Years, children will have access to structured continuous provision, which will allow them to access art and design resources within an environment that supports creativity and exploration.

In Key stage 1 pupils should be taught to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.

The Art and Design long term and medium term maps are a tool for teachers to use to be able to refer to prior learning before moving on to new learning. Children that have learned the appropriate knowledge will be able to use the key vocabulary that is stated on the knowledge mats. This will be evidenced in their sketchbooks and clear progression should be apparent.

Art Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Art Long Term Plan										
Key Concepts	Use subject specific vocabulary	Using Sketchbooks	Exploring, developing & evaluating ideas	Knowledge of Artists	Drawing	Painting	Printing	Collage	Sculpture	Textiles
	F2	Y1/2 B`	Y1/2 A	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B			
Autumn	Painting Portraits Colour mixing Printing Collages, sculpture to represent celebration in different cultures Observational drawing	Painting Georges Seurat & Pointillism	Textiles - Batik Helen Wilde https://www.batikguild.org.uk/artists/anne-hanley	Painting Ted Harrison	Sculpture The Egyptians	Printing Roy Lichtenstein/pop art	Painting and drawing Benny Bing			
Spring	Sculpture Block printing Painting Chinese new year - Crafts Observational drawing Kandinsky Photography - Andy Goldsworthy	Drawing and collage Pablo Picasso	Printing Sophie Munns	Textiles India Flint and Lisa Walton	Drawing and Collage Leonora Carrington & Hannah Hoch - surrealism	Sculpture Kimmy Cantrell	Sculpture Alexander Calder			
Summer	Observational drawing & painting Collage Sculpture - salt dough/clay Printing - tree rubbings	Sculpture Joan Miro	Observational Drawing Giorgio Morandi	Drawing Giovanni Paolo Panini	Printing William Morris Cath Kidston Althea McNish	Drawing and collage Mike Barrett Maria Rivans Njideka Akunyili Crosby	Drawing and painting - perspective Visiting artist - Becka Griffin Phil Dean			

Statutory Coverage

N a t i o n a l C u r r i c u l u m & E Y F S	F2	KS1	KS2
	<p>Development Matters (Non-Statutory)</p> <p>Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.</p> <p>Expressive Art and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Early Learning Goals</p> <p>Physical Development: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>Expressive Art and Design: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history</p>

Progression Map

Key Concept - Use subject specific vocabulary						
F2	Y1/2 B	Y1/2 A	Y3/4A	Y3/4B	Y5/6A	Y5/6B
Draw	Pointillism	colour	watercolour	sketch	impression	portraiture
Paint	canvas	shape	acrylic	blend	mono printing	emotion
Make	colour wheel	fabric	oil	smudge	block printing	colour
Sculpture	primary colours	loom	colour was	H and B pencils	collograph	shape
Collage	secondary colours	warp	vivid	tone	texture	Pop Art
Print	warm colours	weft	compare/contrast	observational	line	primary colours
Colours	cool colours	pattern	line	drawing	shape	secondary colours
Texture	emotion	yarn	shape	light/shadow	Pop Art	tertiary colours
Lines - straight, curved, wavy	paint brushes	vertical	texture	mod-roc	Benday dots	complementary
Brush	cotton buds	horizontal	modern	paper mache	Pointillism	harmonious
Pencil	reflect	block printing	abstract	mould	primary colours	analogous
Crayon	refine	relief printing	collage	armature	secondary colours	hues
Pastel	evaluate	rolling	Surrealism	colour	tertiary colours	tints
Thread	Cubist	pressing	Realism	shade	cyan	shades
Weave	Cubism	stamping	Impressionism	control	magenta	colour wheel
Scissors	angles	rubbing	technique	sculpt	grid	abstract
Cut	proportion	pattern	precision	slip	scale	vivid
Glue	abstract	repeated	The Yukon	slab	perspective	installation
Stick	texture	¾ dimensional	refine	Surrealism	printing ink	kinetic
Tape	3 dimensional	still life	landscape	Surrealist	roller	mobile
Join	sculpture	reflection	composition	montage	pressure	form
Shapes	natural	shadows	background	overlap	sculpture	twist
Mould	man-made	muted	Brusho	shape	sculptor	bend
Clay	Surrealism	view finder	pipette	hatching	abstract	irregular
Dough	ceramicist	observational	montage	cross hatching	Cubist	join
Observe	roll	drawing		depth	geometric	trace
Explain	knead			tone	asymmetrical	Line drawing
	squash			repeated patterns	line	continuous
	shape			texture	slip	architecture
	join			symmetry	join	architect
				print block	cross hatch	vanishing point

				etch rotate pressure	score and slip glaze pioneer Expressionist vivid blending warp weave weft loom Collage, montage, identity, line drawing, portraiture, digital artist, mixed media, texture, layered	horizon 1 and 2 point perspective 2 and 3 dimensional
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Key Concept - Using Sketchbooks

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Begin to understand that art is a process.</p> <p>Talk about the process they went through to complete the artwork.</p> <p>Evaluate the work of theirs and others saying what they like and would do differently.</p>	<p>Use a sketchbook to gather and collect art work</p> <p>Record ideas, observations and designs in sketchbook to show the development of ideas and skills</p>	<p>Record ideas, observations and designs in sketchbook to show the development of ideas and skills</p> <p>Understand basic use of a sketchbook (introduction to annotations) and work out ideas for projects</p> <p>Use sketchbook to record what they see and collect, recording new processes and techniques</p>	<p>Use sketchbook to collect and record visual information from different sources</p> <p>Use sketchbook to plan and develop ideas, gather evidence and investigate testing media</p> <p>Use sketchbook to support the development of a design over several stages</p>	<p>Collect images and information independently in sketchbook</p> <p>Use sketchbook to plan and develop ideas, gather evidence and investigate testing media</p> <p>Use sketchbook to support the development of a design over several stages</p>	<p>Use sketchbook to develop ideas, keeping notes on how to further develop ideas</p> <p>Plans and completes extended sets of drawings in sketchbook to plan a painting, print or 3D piece</p> <p>Express ideas and observations responding to advice from others to rework and improve design ideas</p> <p>Conduct/ present independent research in sketchbook</p>	<p>Develop ideas using different or mixed media, using sketchbook, keeping detailed notes</p> <p>Annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs</p> <p>Express ideas and observations responding to advice from others to rework and improve design ideas</p> <p>Adapt and refine work to reflect its meaning and purpose, keeping notes and annotations</p>

Key Concept - Exploring, Developing & Evaluating Ideas

F2	Y1/2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Describe textures and lines. Talk about how colours can be changed and what happens when they are mixed Name simple tools and equipment and use them safely Explain the artistic process used when creating something</p>	<p>Record and explore ideas from first hand observation, experience and imagination Ask and answer questions about the starting points for their work, and develop ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review own work and that of others, reflect thoughts/ feelings Identify what might be changed in current work or develop future work Investigate different kinds of art, craft and design</p>				<p>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 own work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt work according to views and describe how it might be developed further Annotate work in sketchbook Investigate art, craft and design in the locality and in a variety of genres, styles and traditions Work independently and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p>

Key Concept - Knowledge of Artists

F2	Y1	Y2	LKS2	UKS2
<p>Learn about a famous artist and look at examples of his work - Van Gogh</p> <p>Recreate paintings using Van Gogh's work as inspiration focusing on colour, line and texture.</p>	<p>Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p>Use inspiration from famous, notable artists to create their own work and begin to compare.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Pablo Picasso, George Seurat, Joan Miro</p>	<p>Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p>Use inspiration from famous, notable artists to create their own work and compare with their own work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Helen Wilde, Sophie Munns, Giorgio Morandi</p>	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effects.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Ted Harrison, India Flint, Lisa Walton, Giovanni Paolo Panini, Leonora Carrington, Hannah Hoch, William Morris, Orla Kiely.</p>	<p>Give detailed observations about notable artists', artisans' and designers' work.</p> <p>Offer facts about notable artists', artisans' and designers' lives.</p> <p>Use key vocabulary to demonstrate knowledge and understanding of this strand: Roy Lichtenstein, Kimmy Cantrell, Benny Bing, Alexander Calder, Mike Barratt, Becka Griffin.</p>

Key Concept - Drawing						
F2	Y1/2 B	Y1/2 A	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Explore a range of fine motor activities to develop the tripod grip.</p> <p>Experiment with tone by using different amounts of pressure.</p> <p>Explore line - moving from left to right across the page</p> <p>Use a range of materials to draw with to promote making shapes, lines and simple images.</p> <p>Share their drawings, explaining processes they have used.</p>	<p>Continue to explore mark making with pencils and other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Be able to identify dark, medium and light tones.</p> <p>Continue to develop fine motor control to draw simple geometric shapes.</p> <p>Undertake projects which involve observational drawing.</p> <p>Draw from imagination.</p> <p>Understand how sketching is a</p>	<p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Begin to draw carefully in line from observation, recording shapes and positioning marks/features with some care.</p> <p>Develop mark making skills through experimentation with various drawing media: pencil, chalk, soft pastel.</p> <p>Draw with more confidence for a sustained period of time from the figure and real objects, including single and grouped objects.</p>	<p>Start to use different techniques to add light and shadow.</p> <p>Begin to use techniques to add effects such as hatching and cross hatching.</p> <p>Experiment with continuous line drawing.</p> <p>Use different materials to draw, e.g. pastels and chalk to achieve variations in line, texture, tone, colour and shape.</p> <p>Show an awareness of space when drawing and begin to develop an understanding of composition</p>		<p>Begin to express ideas and observations responding to advice from others to rework and improve design ideas.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Use drawing including continuous line drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Use a variety of media including different thickness pens, ink, paint pens to create</p>	<p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching and contours, understanding which works well in their work and why.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy .</p> <p>Use drawing including continuous line drawing techniques</p>

	<p>different technique to when you write.</p>	<p>Begin to use sketching technique with more confidence.</p>	<p>e.g. foreground, middle ground and background.</p> <p>Draw/begin to sketch carefully from observation.</p> <p>Plan, refine and alter their drawings.</p> <p>Draw for a sustained period of time at their own level. Experiment with showing line, tone and texture with different hardness of pencils.</p>		<p>different effects including hatching and cross-hatching. Use water or ink to add texture and tone.</p>	<p>to work from a variety of sources including observation, photographs and digital images.</p> <p>Draw/sketch for a sustained period of time over a number of sessions working on one piece.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Continue to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background.</p> <p>Begin to express ideas and observations responding to advice from others to rework and</p>
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						<p>improve design ideas.</p> <p>Produce increasingly accurate drawings of people.</p>
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Key Concept - Painting

F2	Y1/2 B	Y1/2 A	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Experiment with colour mixing and talk about colours and their effect.</p> <p>Develop fine motor control through the use of paint brushes.</p> <p>Develop a good posture for painting and increasing levels of control.</p> <p>Use a variety of painting effects to show their ideas and feelings.</p> <p>Share their paintings, explaining processes they have used.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, fingers and sponges.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Understand that colours can be made lighter by adding white</p> <p>Understand that colours can be</p>		<p>Use a range of brushes to demonstrate increasing control of the types of marks made.</p> <p>Use light and dark within painting and begin to explore complementary colours.</p> <p>Mix colours confidently to know which primary colours make secondary colours.</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more colour specific vocabulary.</p> <p>Mix and use tints and shades.</p> <p>Use colour and shading to create moods in paintings.</p>			<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Know how to mix colours on the tertiary wheel.</p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of:</p>

	<p>made darker by adding black</p>		<p>Work in the style of a selected artist.</p>			<p>colour, tone and shade.</p> <p>Demonstrate a secure knowledge about primary, secondary, warm and cold, complementary and contrasting colours.</p> <p>Work with complementary colours.</p> <p>Develop a painting from a drawing.</p>
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Key Concept - Printing

F2	Y1/2 B	Y1/2 A	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Explore a range of simple block printing techniques e.g. sponges, objects, fruits and vegetables</p> <p>Explore the use of colour and discuss its effect.</p> <p>Share their printing, explaining processes they have used.</p>		<p>Identify forms of printing: books, posters, pictures, fabrics.</p> <p>Explore relief printing of simple shapes and pictures.</p> <p>Explore block printing by rolling ink over found objects to create patterns.</p> <p>Create a print inspired by an artist/craft maker/designer.</p> <p>Create simple repeating patterns and recognise pattern in the environment.</p>		<p>Demonstrate experience in fabric printing.</p> <p>Explore pattern, line and shape creating designs for printing for a purpose.</p> <p>Talk about the processes used to create a simple print.</p> <p>Create printing blocks using a relief or impressed method.</p> <p>Design and create repeating patterns.</p> <p>Print with two or more colour overlays.</p>	<p>Explain the technique and process of monoprinting.</p> <p>Overlay prints with a range of media e.g. pens, colour pens and paints.</p> <p>Experiment with mono - printing techniques by marking onto an ink block, controlling line and tone using tools or pressure.</p> <p>Create an accurate monoprint in the style of a notable artist/style of art for a purpose.</p> <p>Combine two types of printing to create own artwork.</p>	

Key Concept - Collage

F2	Y1/2 B	Y1/2 A	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Explore different cutting, sticking and joining skills.</p> <p>Develop fine motor skills through cutting and sticking.</p> <p>Develop skills through a range of craft activities and through self-led activities.</p> <p>Share their collages, explaining processes they have used.</p>	<p>Explore and gather a range of materials from own environment</p> <p>Select ,with thought, different materials from the teachers resources, considering content, shape, surface and texture.</p> <p>Gather, sort and use materials according to specific qualities, e.g. warm, cold, shiny, smooth.</p> <p>Select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea.</p> <p>Add texture by mixing materials.</p>			<p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Explore texture through layering and overlapping to place objects in front and behind.</p> <p>Learn and practise a variety of techniques, e.g. overlapping and montage.</p> <p>Collect visual information from a variety of sources.</p>	<p>Collect visual information from a variety of sources.</p> <p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Use layering to add texture and effect.</p> <p>Use a range of media to add to collage to add texture.</p> <p>Refine work as they go to add precision.</p>	

Key Concept - Sculpture

F2	Y1/2 B	Y1/2 A	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Use a range of malleable materials to create simple sculptures - play doh, salt dough, clay.</p> <p>Build strength and fine motor control through making a range of objects with malleable materials.</p> <p>Make sculptures inspired by other cultures - traditional African masks, Diva lamps.</p> <p>Build observational skills to make objects in 3d form.</p> <p>Share their sculptures, explaining processes they have used.</p>	<p>Show an awareness of objects having a third dimension</p> <p>Use clay to construct a simple form, smoothing with care.</p> <p>Cut and roll materials such as clay, dough or plasticine.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Apply simple decoration techniques including painting.</p>			<p>Show an awareness of objects having a third dimension and perspective.</p> <p>Plan, design and make models from observation and imagination.</p> <p>Use mod- roc/paper mache over an armature.</p> <p>Use pinch, slab and coil techniques.</p> <p>Cut, roll, shape and combine shapes to make recognisable forms.</p> <p>Make slip to join pieces of clay.</p> <p>Add materials to the sculpture to add detail.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc .</p> <p>Produce intricate patterns and textures in a malleable media.</p> <p>Use tools with accuracy to add pattern and texture.</p> <p>Use joining techniques such as using slip and cross hatching and develop cutting skills using tools with more accuracy.</p> <p>Demonstrate experience in the</p>	<p>Explore a range of materials used for sculpting.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Develop skills in moulding, bending and twisting using wire.</p> <p>Use joining techniques such as twisting when joining pieces of wire.</p> <p>Use tools such as wire cutters to cut and bend with more accuracy.</p>

					understanding of different ways of finishing work: glaze, paint, polish.	
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Key Concept - Textiles						
F2	Y1/2 B	Y1/2 A	Y3/4A	Y3/4B	Y5/6A	Y5/6B
Experience threading and simple weaving activities to improve fine motor skills.		<p>Respond to craft artists to help them adapt and make their own work.</p> <p>Sort/ group fabrics and threads by colour and texture.</p> <p>Using simple up and over weaving techniques with a large loom with various materials.</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Apply decoration using beads, buttons, feathers etc.</p>	<p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Use a variety of dyeing techniques to create different visual effects e.g tie dyeing and shibori folding.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>		<p>Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.</p> <p>Cut a range of fabrics with accuracy.</p> <p>Demonstrate accuracy in weaving techniques to create a recognisable image.</p> <p>Use a 2D image to inspire a piece of textiles work.</p> <p>Decorate a final piece by adding embellishments.</p>	