



Naseby C of E Primary Academy
Art Progression of Skills and Knowledge

Level expected at the end of EYFS:

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 national curriculum for art and design aims to ensure that all pupils by the end of year 6:

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

Woven threads of Christianity through our curriculum



Parable; The Mustard Seed

Stories of Mustard Seed and Yeast Matthew 13:31

31 Then Jesus told another story: "The kingdom of heaven is like a mustard seed. A man plants the seed in his field. 32 That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches."

International Children's Bible (ICB)


The parable of the mustard seed enables us to reflect on how we have grown during the school year, both as people, as learners and as a community. We celebrate the qualities that we have developed throughout the year as well as other individuals and school achievements. This is celebrating success at the end of the Year. The children plan an assembly to share with the school community in church.


This parable is explored throughout the Art curriculum, ensuring all children understand and are able to talk about our school's theological text and what it means to them living out our visions and values.

Throughout the year, each child explores the parable of The Mustard Seed and what it means to them, our school & our community through Art Projects which will be displayed around the school in All Saint's Church & the Methodist Church. Each year group draw a 'Mustard Tree' linked to the parable which is kept to show progression of drawing skills linked our theological text throughout their time at school. In addition to this, every child creates a piece of art using a different medium to show 'The Parable of the Mustard seed'.





Year 1

Year 1	
STRAND	EXPECTATIONS
Exploring and developing ideas	<ul style="list-style-type: none"> • Produce creative work, exploring my ideas and recording my experiences. • Respond positively to ideas and starting points, exploring ideas. • Describe differences and similarities and make links in their own work. • Try different materials and methods to improve. • Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.
Evaluating work	<ul style="list-style-type: none"> • Make annotations in sketchbooks. • Identify what you might change in your current work or develop in the future. • Review what you and others have done and say what you think and feel about it. • Use key vocabulary to demonstrate knowledge and understanding in this strand: alter, annotate, change, discuss, explain, express, feel, future, label, reflect.
Drawing <div style="text-align: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and other dry media. • Draw lines of varying thickness. • Begin to explore the use of line, shape and colour when drawing. • Use dots and lines to demonstrate pattern and texture. • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
Painting	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types and different brush strokes. • Name the primary and secondary colours. • Mix secondary colours and shades using different types of paint. • Add white and black to alter tints and shades. • Create different textures e.g. use of sawdust or sand. • Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral


	colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
Sculpture	<ul style="list-style-type: none"> • Investigate and use a range of materials to show ideas in 3D • Manipulate clay in a variety of ways, e.g. rolling, kneading, and shaping. • Experiment with, construct and join recycled, natural, and man-made materials. • Explore shape and form. • Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
Textiles and collage 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and fabric dyeing. • Have the skills required to thread a needle, cut, glue and trim material • Create images from imagination, experience, or observation. • Use a wide variety of media, Inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. • Decorate textiles with glue or stitching to add colour and detail. • Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
Printing and pattern	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. (sponges, fruit, block etc.) • Carry out different printing techniques e.g. mono-print, block, relief and resist printing, rolling, pressing, stamping, and rubbing. • Copy an original print • Build a repeating pattern and recognise pattern in the environment. • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
Work of other artists	<ul style="list-style-type: none"> • Say what you think and feel about your own and others' work, including artists, designers, and craftspeople. • Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Year 2

STRAND	EXPECTATIONS
Exploring and developing ideas	<ul style="list-style-type: none"> • Collect information about different topics and how ideas in a sketchbook. • Answer questions about the starting point for your work. • Develop ideas • Explore the differences and similarities within the work of artists, craftspeople, and designers. • Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.
Evaluating work	<ul style="list-style-type: none"> • Make more annotations in sketchbooks. • Identify what you might change in your current work or develop in the future. • Review what you and others have done and say what you think and feel about it. • Use key vocabulary to demonstrate knowledge and understanding in this strand: alter, annotate, change, discuss, explain, express, feel, future, label, reflect.
Drawing 	<ul style="list-style-type: none"> • Begin to understand how different materials look and feel. • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of sketchbooks and work out ideas for drawings. • Experiment with the visual elements; line, shape, pattern, and colour. • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
Painting 	<ul style="list-style-type: none"> • Mix a range of secondary colours, shades, and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Name different types of paint. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. • Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
Sculpture	<ul style="list-style-type: none"> • Investigate shape, form, and texture in materials to create a 3D sculpture. • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.

	<ul style="list-style-type: none"> • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials • Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
Textiles and collage	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting tie dying, fabric crayons and wax or oil resist, applique, and embroidery • Create textured collages from a variety of media • Make a simple mosaic. • Stitch, knot and use other manipulative skills. • Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
Printing and pattern	<ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects, and techniques. • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
Work of other artists	<ul style="list-style-type: none"> • Comment on similarities and differences in your own and others' work, including artists, designers, and craftspeople. • Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Year 3

STRAND	EXPECTATIONS
Exploring and developing ideas	<ul style="list-style-type: none"> • Use sketchbooks to record ideas. • Explore ideas and collect information about different topics. • Question and make thoughtful observations about starting points and select ideas to use in your work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.
Evaluating work	<ul style="list-style-type: none"> • Adapt and improve work. • Compare ideas, methods and approaches in your own and others' work. • Express what you think and feel about your own and others work with some explanation as to why. • Adapt their work according to your views and describe how you might develop it further. • Annotate work in a sketchbook. • Use key vocabulary to demonstrate knowledge and understanding in this strand: adapt, annotate, approach, develop, express, evaluate, feel, improve, label, method, sketchbook.
Drawing 	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements • Plan, refine and alter your drawings as necessary. • Use a sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at your own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern (e.g. pastels, chalk, and felt-tips) • Show light and shadow effects. • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
Painting	<ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns, and lines. • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
Sculpture	<ul style="list-style-type: none"> • Use the properties of shape, form, and texture of materials to create a 3D model



- Cut, make, and combine shapes to create recognisable forms.
- Join clay adequately and work reasonably independently.
- Construct a simple clay base for extending and modelling other shapes.
- Cut and join wood safely and effectively.
- Make a simple papier-mâché object.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.

Textiles and collage

- Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué, overlapping, tessellation, mosaic and montage.
- Select appropriate materials, giving reasons.
- Name the tools and materials they have used, giving reasons for your choices.
- Develop skills in stitching. Cutting and joining.
- Experiment with a range of media e.g. overlapping, layering etc
- Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic, pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.


Printing and pattern


- Use more than one colour to layer in print.
- Print using a variety of materials, objects and techniques including layering.
- Make printing blocks
- Make repeating patterns with precision.
- Talk about the processes used to produce a simple print.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

Work of other artists


- Begin to compare and comment on ideas, methods and approaches used in your own and others' work, including artists, designers, and craftspeople.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennan-Wood.

Year 4

STRAND	EXPECTATIONS
Exploring and developing ideas	<ul style="list-style-type: none"> • Select and record from first-hand observation, experience, and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.
Evaluating work	<ul style="list-style-type: none"> • Adapt and improve work. • Compare ideas, methods and approaches in their own and others' work. • Express what you think and feel about your own and others work with some explanation as to why. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Use key vocabulary to demonstrate knowledge and understanding in this strand: adapt, annotate, approach, develop, express, evaluate, feel, improve, label, method, sketchbook.
Drawing 	<ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Use shading to show light and shadow effects. • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
Painting	<ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
Sculpture	<ul style="list-style-type: none"> • Use the properties of shape, form, and texture of materials to create a 3D model, to communicate ideas and intentions. • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space, and form.

	<ul style="list-style-type: none"> • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled, or constructed. • Use clay and other malleable materials and practise joining techniques. • Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
<p>Textiles and collage</p>	<ul style="list-style-type: none"> • Select appropriate materials, giving reasons. • Refine and alter ideas and explain choices using an art vocabulary. • Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic, and montage + printing, dyeing weaving, and stitching. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic, pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
<p>Printing and pattern</p> 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to achieve the desired effect, • Replicate patterns from observations. • Make printing blocks. • Experiment with resist printing including marbling, silkscreen, and cold-water paste. • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
<p>Work of other artists</p>	<ul style="list-style-type: none"> • Compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople and say what you think and feel about them. • U • se key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

Year 5

STRAND	EXPECTATIONS
Exploring and developing ideas	<ul style="list-style-type: none"> • Use sketchbooks to select relevant visual information and ideas for work. • 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 and processes to use in your work. • Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Evaluating work	<ul style="list-style-type: none"> • Begin to modify work to reflect your own view of its purpose and meaning. • Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. • Use key vocabulary to demonstrate knowledge and understanding in this strand: adapt, annotate, approach, develop, describe, evaluate, express, feel, improve, label, meaning, method, modify, purpose, reflect, sketchbook.
Drawing 	<ul style="list-style-type: none"> • Use a variety of source material. • Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape. • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials using a range of paint (acrylic, oil paints, water colours) • Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<ul style="list-style-type: none"> • Begin to make personal choices about the shape, size, background etc or format of work and the materials and techniques used in both 2D and 3D. • Describe the different qualities involved in modelling, sculpture, and construction. • Use tools and materials to carve, add shape, add texture and pattern. • Plan a sculpture through drawing and other preparatory work. • Use materials other than clay to create a 3D sculpture. • Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Textiles and collage	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles to extend your work within a specified technique.



- Use a range of media to create collage.
- Experiment with using batik safely.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix, colour, fabric, weave, pattern.



Printing and pattern

- Explain a few techniques, inc the use of poly-blocks, relief, mono, and resist printing.
- Design and create printing clocks/tiles.
- Develop techniques in mono, block, and relief printing.
- Choose the printing method appropriate to task.
- Build up layers and colours/textures.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.

Work of other artists

- Compare and identify the ideas, methods and approaches used in your own work with that of others, including artists, designers, and craftspeople.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.

Year 6

STRAND	EXPECTATIONS
Exploring and developing ideas	<ul style="list-style-type: none"> Record and collect visual and other information in sketchbooks to develop ideas. Select and record from first-hand observation, experience, and imagination, and explore ideas for different purposes. Use digital technology as sources for developing ideas. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Evaluating work	<ul style="list-style-type: none"> Modify and refine work to reflect your own view of its meaning and purpose. Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. Use key vocabulary to demonstrate knowledge and understanding in this strand: adapt, annotate, approach, develop, describe, evaluate, express, feel, improve, label, meaning, method, modify, purpose, reflect, sketchbook.
Drawing 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Identify artists who have worked in a similar way to your own work. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	<ul style="list-style-type: none"> Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture 	<ul style="list-style-type: none"> Choose and combine materials, techniques, visual and tactile elements, to suit your intentions, applying your knowledge to 2D and 3D work. Develop skills in using clay inc. slabs, coils, slips, etc. Use tools to carve, add shape, add texture and pattern. Make a mould and use plaster safely. Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Textiles and collage	<ul style="list-style-type: none"> Have an awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work.

	<ul style="list-style-type: none"> • Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix, colour, fabric, weave, pattern.
Printing and pattern	<ul style="list-style-type: none"> • Describe varied techniques • Be familiar with layering prints. • Alter and modify work. • Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.
Work of other artists	<ul style="list-style-type: none"> • Begin to analyse and comment on the ideas, methods and approaches used in your own and others' work, including artists, designers, and craftspeople. • Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.