

## Jennett's Park Art Curriculum

### Intent

At Jennett's Park we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

### Aims

**At Jennett's Park we aim for all children to;**

- have the opportunity to record from first-hand experience and from imagination.
- develop opportunities to select their own ideas for use in their work.
- develop creativity and imagination through a range of complex activities.
- develop the ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- develop increasing confidence in the use of visual and tactile elements and materials.
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers

## Implementation

The art and design curriculum at Jennett's Park enables children to express themselves in a creative, imaginative manner and through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do. Our art curriculum is based upon the Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills plan. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used. At JP, we provide a variety of opportunities for art to take place inside and outside the classroom. These can be individual, class, year or whole school collaborations. These activities should be guided by the children's interests in particular topics. An arts week across the school will usually be held in the summer term

Examples of topic related art by year group; (NB NOT COMPLETED YET )

<p>Year 1</p> <p>Fairy Tales.</p> <ul style="list-style-type: none"> <li>• Character masks</li> <li>• Finger puppets</li> <li>• 3 pigs houses- textures</li> </ul> <p>Wonderful Weather</p> <ul style="list-style-type: none"> <li>• Seasons wheels</li> <li>• Seasons tree collage</li> <li>• Leaf prints</li> <li>• Weather related clothing outfits</li> <li>• Weather painting</li> </ul>	<p>Year 2</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> <li>• Tissue paper collage</li> <li>• Oil pastels for fire effects</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>• Designing and creating packaging for food</li> </ul> <p>Castles</p> <ul style="list-style-type: none"> <li>• Portraits (inside castles, could look at our current queen's portraits?)</li> <li>• Castle and Sun – Artist- Paul Klee</li> </ul> <p>Dinosaurs</p> <ul style="list-style-type: none"> <li>• Dinosaur prints/textures.</li> <li>• Salt dough dinosaur footprints.</li> </ul> <p>Animals and plants</p> <ul style="list-style-type: none"> <li>• Animal prints</li> <li>• Leaf/bark rubbing</li> <li>• Leaf shapes and patterns in veins</li> <li>• Henri Rousseau</li> <li>• Photos of plants.</li> </ul> <p>Under the sea</p> <ul style="list-style-type: none"> <li>• Material collage for beach huts/beach scene</li> <li>• Water effects using different mediums</li> <li>• Diorama (scene in a box)</li> </ul>	<p>Year 3</p> <p>The robots are coming</p> <ul style="list-style-type: none"> <li>• Textiles - linked to robot building</li> </ul> <p>Through the wardrobe</p> <ul style="list-style-type: none"> <li>• Drawing winter scenes</li> <li>• Collage-Art influenced by Jeannie Baker – 'Through the Window (Through the Wardrobe)</li> </ul> <p>The stone Age</p> <ul style="list-style-type: none"> <li>• Sketching using charcoal:</li> <li>• Improve drawing of eyes, faces proportion</li> <li>• Cave paintings /drawings</li> </ul> <p>The Vikings</p> <ul style="list-style-type: none"> <li>• Printing -Viking prints and patterns/shapes</li> <li>• Clay broaches</li> <li>• Torque bangles</li> </ul> <p>Under the Canopy</p> <ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Rainforest animals/plants</li> </ul>	<p>Year 4</p> <p>Ancient Greece</p> <ul style="list-style-type: none"> <li>• theatre masks</li> <li>• observational drawings of Greek sculptures - looking at line and pattern and light and shade to create a 3D effect.</li> <li>• Greek mosaics- Greek patterns</li> <li>• Progression of design in Ancient Greek pottery-black-figure technique to create a vase design</li> </ul> <p>Eco-Art</p> <ul style="list-style-type: none"> <li>• jellyfish sculptures- reclaimed materials</li> <li>• Looking at the work of Picasso, creating a 3D head using reclaimed materials in the style of Picasso</li> </ul>	<p>Year 5</p> <p>Space</p> <ul style="list-style-type: none"> <li>• space paintings-Peter Thorpe,</li> <li>• Paintings of houses using sticks in the style of Vincent Van Gogh</li> </ul> <p>WW1</p> <ul style="list-style-type: none"> <li>• Art is the style of artists from ww1</li> <li>• Propaganda posters.</li> </ul> <p>Egypt</p> <ul style="list-style-type: none"> <li>• Canopic jars- pottery</li> </ul> <p>Climate and habitat</p> <ul style="list-style-type: none"> <li>• Sketching habitats</li> <li>• Prop design</li> <li>•</li> </ul> <p>Seasonal art</p>	<p>Year 6</p>
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## Impact

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our art curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation meetings where pupil's work is shared and scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

## National Curriculum Requirements

### 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**

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.

### **Key Stage 2 National Curriculum**

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.

## Progression in skills

<b>Drawing</b> (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) <b>Possible Artists:</b> Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of media.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns</p>	<p>Begin to control the types marks made with the range of media.</p> <p>Control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>Developing intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different form and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Understanding why they best suit.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect, record and plan for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>

<b>Painting</b> (watercolour, ready mixed, acrylic.) <b>Possible Artists:</b> Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rembrandt, Lowry, Matisse, Magritte						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, ashes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</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>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>

<b>Sculpture</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) <b>Possible Artists:</b> ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p>	<p>Use equipment and media with confidence.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully. Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce Marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in model ling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work, using a range of media.</p> <p>Recognise sculptural forms in the e environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Annotate work in sketchbook.</p> <p>Confidently carve a simple form.</p>

				and found object art.  Show awareness of the effect of time upon sculptures.	Compare the style of different styles and approaches: Moore, Aztec.	Solve problems as they occur.  Use language appropriate to skill and technique.
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<b>Printing</b> (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string) <b>Possible Artists:</b> Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothstein, Kunisada, Advertising, Bawden,						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy taking rubbings: leaf, brick, coin.  Make simple pictures by printing from objects.  Develop simple patterns by using objects.  Enjoy using stencils to create a picture	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects.  Use equipment and media correctly and be able to produce a clean printed image.  Explore printing in relief: String and card.  Begin to identify forms of printing: Books, posters pictures, fabrics.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects.  Use equipment and media correctly and be able to produce a clean printed image.  Make simple marks on rollers and printing palettes.  Take simple prints i.e. mono-printing.  Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.  Experiment with overprinting motifs and colour.	Print simple pictures using different printing techniques.  Continue to explore both mono-printing and relief printing.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Demonstrate experience in 3 colour printing.  Explore 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.  Demonstrate experience in combining prints taken from different objects to produce an end piece.	Increase awareness of mono and relief printing.  Demonstrate experience in fabric printing.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Expand experience in 3 colour printing.  Continue to experience in combining prints taken from different objects to produce an end piece.  Create repeating patterns.	Use tools in a safe way.  Continue to gain experience in overlaying colours.  Start to overlay prints with other media.  Use print as a starting point to embroidery.  Show experience in a range of mono print techniques.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works	Develop ideas from a range of sources.  See positive and negative shapes.  Demonstrate experience in a range of printmaking techniques.  Describe techniques and processes.  Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook.  Develop their own style using tonal contrast and mixed media.

<b>Textile</b> (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye) <b>Possible Artists:</b> Ashley, Fassett, African/Indian, Adire,						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy playing with and using a variety of textiles and fabric.  Decorate a piece of fabric.  Show experience in simple stitch work.  Show experience in simple weaving: paper, twigs.  Show experience in fabric collage: layering fabric.  Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles.  Have experience in colouring textiles: printing, fabric crayons.  Use more than one type of stitch.  Explain how to thread a needle and have a go.  Have some experience of weaving and understand the process and some techniques.  Begin to identify different types and textures of fabric and materials for collage.  Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles.  Match and sort fabrics and threads for colour, texture, length, size and shape.  Gain confidence in stitching two pieces of fabric.  Explain how to thread a needle and have a go.  Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.  Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.  Change and modify threads and fabrics, knotting, fraying, pulling threads, twisting, plaiting.  Gain experience in applying colour with printing, dipping, fabric crayons.  Create and use dyes i.e. onion skins, tea, coffee	Show an awareness and name a range of different fabrics.  Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.  Apply decoration using beads, buttons, feathers etc.  Continue to gain experience in applying colour with printing.  Explore using resist paste and batik.  Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  Use a sketchbook to plan, collect and develop ideas.  To record textile explorations and experimentations as well as try out ideas.  Demonstrate experience in looking at fabrics from other countries.	Plan a design in a sketchbook and execute it.  Use a technique as a basis for stitch embroidery.  Apply decoration using needle and thread: buttons, sequins.  Become confident in applying colour with printing, tie dye.  Create and use dyes.  Use resist paste and batik.  Use sketchbooks to collect and record visual information from different sources.  To record textile explorations and experimentations as well as try out ideas.  Adapt work as and when necessary and explain why.  Change and modify threads and fabrics, Use language appropriate to skill and technique.  Demonstrate experience in looking at fabrics from other countries.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.  Demonstrate experience in 3D weaving.  Produce two colour tie-dye.  Continue to gain experience in batik- use more than one colour.  Plan a design in a sketchbook and execute it.  Use sketchbooks to plan a sculpture through drawing and other preparatory work.  Use the sketch book to plan how to join parts of the sculpture.  Demonstrate experience in combining techniques to produce an end piece: eg Embroidery over tie dye.  Show awareness of the skills involved in aspects such as knitting, Crochet.  Change and modify threads and fabrics, Use language appropriate to skill and technique.	Experiment with a variety of techniques exploiting ideas from sketchbook.  Use a number of different stitches creatively to produce different patterns and textures.  Work in 2D and 3D as required.  Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.  Use sketchbooks to collect and record visual information from different sources.  Use the sketch book to plan how to join parts of the sculpture.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. Use language appropriate to skill and technique.