

Art Progression Document for EYFS

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6	Year R Development Matters statements applicable to Art Curriculum
	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> To explore what happens when we mix colours Begin to combine media to create different effects To explore form in 3D. Creates simple representations of people or objects using pens, pencils or paint To know that colours can be mixed to create new colours Create arts and crafts from different cultures i.e Rangoli patterns, divas, Christmas and Hanukah cards etc To understand that different media can be combined to achieve new effects. Return to previous constructions, art and design products to add more to them <p><u>Physical Development</u></p> <ul style="list-style-type: none"> To begin to achieve small scale fiddly finger tasks (threading, snipping, pegging). Draws lines and circles using gross motor movements. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Create simple representations of events, people and objects selecting from a range of suitable media. To independently represent their own ideas, thoughts and feelings through design and art. Return to previous constructions, art and design products to develop, refine and improve them. To use materials for a purpose and create an observational representation of an object using construction, junk modelling and arts and craft. Explore art from different places around the world, making comparisons about location, climate, people and ways of life. Create simple representations of animals, plants, people and living things, including lifelike details. Selects appropriate resources and tools, and adapt work where necessary to create a finished end product or piece. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> To select tools and techniques needed to shape, assemble and join materials. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning designs and art work, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. To use what they have learnt about media and materials in original ways, thinking about uses and purpose. Construct with purpose. Draw observational pictures at Will. To use a variety of tools, materials and imagination to create images and constructions, including models and constructions, from known events including those in familiar stories and from the world around us. To explore shape, space, form and texture in 2D and 3D. To express and communicate ideas, thoughts and feelings in a 	<p><u>Physical Development:</u></p> <ul style="list-style-type: none"> 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><u>Expressive Arts and Design:</u></p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials such as scissors for cutting • To develop the ability to pick up mark making tools using a tripod grip • To develop fine motor control, using tools to cut, thread, mark, form and join. • To control a pencil to make controlled and accurate marks for drawing and writing. • Progress towards a more fluid style of moving. 	<ul style="list-style-type: none"> • Create collaborative pieces of art and/or design work, sharing ideas, resources and skills and evaluate what has been created. Adapt where necessary <p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • To hold my pencil using a tripod grip • Progress towards a more fluent style of moving, with developing control • To show an understanding of the need for safety when tackling new challenges and using new tools and equipment. Considering the need for safety. 	<p>variety of ways through art, design and the creative processes.</p> <ul style="list-style-type: none"> • To construct purposefully using a range of tool and materials. • To represent their own thoughts, feelings and ideas through design and technology, art, music, dance and role play. <p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> • To hold a pencil near point with first two fingers and thumb and uses it with control and coordination • Use a range of small tools and cutlery with developing skill, including painting with brushes, cutting with scissors and using a knife and fork with some success to eat food. • Use large scale blocks and equipment to build, balance and climb; demonstrating core body strength and control as well as an awareness of space, form and design. • To show appropriate control when making small and large movements. 	
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Art Progression Document for Aspect: Painting

Progression of Skills and Knowledge within the Units for: Painting			
Year 1	Year 3	Year 5	Year 6
<p>Mixing paint to required Consistency, using both ready Mix and powder paint.</p> <p>Applying paint by using selected brush stokes.</p> <p>Responding to a story stimulus.</p> <p>Application of paint through a range of brush strokes.</p> <p>Understanding the technique of mixing colours through adding small amounts of dark to light.</p> <p>Identifying ways in which the artist, Jasper Johns, has used colour and number to create a series of images.</p> <p>Number formation.</p> <p>Exploring number as line and applying paint within shape boundaries.</p> <p>Using a response to a story as a starting point for an image.</p> <p>Developing an understanding of overworking an image.</p>	<p>Comparing and commenting on their own and others' work.</p> <p>Collecting visual and other information for the development of ideas.</p> <p>Exploring ways of making and creating a range of light and dark colours from the primary and secondary range.</p> <p>Identifying and using specific painting techniques in response to the work of Vincent Van Gogh.</p> <p>Experimenting with the application of paint to represent specific ideas.</p> <p>Responding to ideas and techniques used by other artists.</p> <p>Comparing and contrasting images from a range of artists.</p> <p>Investigating and mixing primary colours to create secondary colours.</p> <p>Developing an understanding of abstract art.</p> <p>Developing an understanding of tonking and sgraffito techniques to develop work.</p> <p>Adapting work and development of skills of control of tools and techniques.</p>	<p>Making a multi-layered piece with a variety of media.</p> <p>Responding to the work of a contemporary artist.</p> <p>Using different techniques and materials to produce acetate overlay.</p> <p>Reflecting the style of Chris Ofili.</p> <p>Recording and collecting visual information to inform ideas.</p> <p>Understanding the use of contrasting, adjacent colours.</p> <p>Exploring the Fauvist use of colour.</p> <p>Knowing about the use of vibrant and unrealistic application of 'Fauvist' colours.</p> <p>Producing extended images by mixing and matching colours and patterns in response to a piece of patterned fabric.</p> <p>Mixing and matching colours and patterns.</p> <p>Using a range of tools and techniques to develop, modify and enhance work.</p>	<p>Understanding Patrick Heron's use of natural forms as a starting point for his images.</p> <p>Using brushwork to produce an interesting surface to shapes within their paintings.</p> <p>Understanding the visual elements of colour, shape and space and how these can be combined to produce abstract images in the style of Patrick Heron.</p> <p>Concentrating on the outlines of everyday objects to produce simple linear drawings.</p> <p>To use an overhead/data projector to enlarge an image.</p> <p>Understanding the linear qualities of the work of Patrick Caulfield.</p> <p>Working within a group.</p> <p>Developing direct observational skills from variety of viewpoints.</p> <p>Developing knowledge and understanding of the Cubist Movement.</p> <p>Selecting appropriate materials to transpose their drawings into multi-media Cubist images.</p> <p>Adapting and improving their work to realise their intentions.</p>

Painting Curriculum						
Year 1 Term 1 Painting	To explore the use of thick and thin paint. To use an 'artist's rag'. To talk about what they and others have done and say what they think and feel about it.	To respond to story as a starting point for developing painting techniques.	To develop painting techniques using different brush strokes. To use visual elements of line, shape and colour in their developing work.	To make imaginative responses to story stimulus through the use of colour.	To develop an understanding of and make responses to the work of artist Jasper Johns. To identify what they might change or develop in their future work.	To work from the imagination in responding to a story. To use experience of tools and media in producing an imaginative image.
Year 3 Term 1 Painting	To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they think and feel about them.	To understand tint and tone through practical experience.	To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. To use similar ideas and techniques in their work	To compare methods and approaches used by other artists to produce images of the sky. To use direct observation as a starting point for work.	To make practical responses to the work artist of Sean Scully. To identify and recognise his use of stripes and blocks of colour.	To experiment with the techniques of 'tonking' and 'sgraffito'. To adapt their work according to their views.
Year 5 Term 1 Painting	LO: To produce multi-surface images in response to the work of the artist Chris Ofili.	LO: To apply my experience of materials and processes.	LO: To develop control of tools and techniques for painting.	LO: To compare ideas, methods and approaches in Fauvist paintings.	LO: To be able to review and modify work as it progresses.	LO: To mix, match and extend colours and patterns. LO: To apply my experience to mix and match colours and experiment with different tools and techniques.

Year 6	To explore ideas in response to the work of Patrick Heron. To develop ideas in sketchbooks.	To apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of Patrick Heron.	To focus on line and contour in recording from direct observation.	To respond to Patrick Caulfield's use of contour and flat colour. To work collaboratively on a large scale to produce a group piece.	To develop understanding of the work of the Cubists and develop their own work in the Cubist style.	To adapt and modify work as it progresses.
Term 6						
Painting						

Core Vocabulary Progression for: Painting			
Year 1:	Year 3:	Year 5:	Year 6:
Mixing Thick/thin Palette Impasto Stroke Opaque Hog hair brush Stroke Mixing Thick/thin Palette Opaque Brush strokes Direction Straight Curved Flowing Shape Light Dark Mix	Collections Colour families Review Tint Tone Tint Fold Arrange Light/dark Vincent Van Gogh, Starry Night Strokes Impasto Images Dabs Compare Contrast Sky Abstract art Stripes and blocks Primary and secondary	Layers Abstract Linear Acetate Transpose Layered Vibrant Unrealistic Viewfinder Contrasting Photo-real image Palettes Expressive Adjacent Fauvist Review Modify Fabric Extend Select Mix	Starting point Natural forms Viewpoints Representing Weathered surfaces Shapes Spaces Abstract Shapes Spaces Brushwork Response Acetate Simple Linear Outline Contour Enlarge Linear Overwork Heavy

<p>Horizontal Lines Strokes Zero to nine American artist Jasper Johns Pop art Dragon Imagine + story</p>	<p>colours Sugar paper Scissors Technique Tonking Layers Sgraffito</p>	<p>Match Media Tonking Sgraffito Applicators Modify</p>	<p>Infill Contour Still life Multi-media Angles View points Observational Built-up surface Cubist Movement Inks Stains Dyes Adapt Transpose Modify</p>
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Art Progression Document for Aspect: Collage

Progression of Skills and Knowledge within the Units for: Collage	
Year 1	Year 3
<p>Experimenting with and using found materials to create a range of linear visual effects. Working in the style of Andy Goldsworthy and developing an understanding of his linear work. Responding to the work of Richard Long. Developing overlapping and sticking skills. Working collaboratively or individually on different scales. Understanding the concept of hot and cold colours. Selecting and sorting. Sorting and selecting according to texture. Developing use of pupils' imagination. Sorting, identifying and selecting contrasting materials. Enlarging letterforms, selecting, cutting and sticking. Discussing own work and that of others and developing images in response to the comments.</p>	<p>Mixing primary colours to make complementary colours. Transposing ideas from painting to collage in response to the work of Paul Klee. Modifying and adapting work as it progresses. Developing a response to the work of Paul Klee, understanding his use of primary and complementary colours. Developing cutting and sticking skills. Developing an understanding of work by Victor Vasarely. Arranging and assembling horizontal and vertical, thick and thin paper strips. Adapting and modifying ideas. Developing an understanding of positive and negative imagery. Collaborating with others on a large-scale project. Comparing ideas and approaches to the work of Henri Matisse.</p>

Collage Curriculum						
Year 1 Term 3 Collages	To respond to the work of Andy Goldsworthy. To tear, overlap and stick materials.	To respond to the work of Richard Long. To identify what they might change in their current work.	To respond to the work of the artist Patrick Heron. To identify hot and cold colours, select, sort and stick to reflect the work of Patrick Heron.	To record from the imagination and explore ideas. To represent ideas and feelings.	To select and sort contrasting materials.	To discuss and develop work as it progresses. To use ICT to develop ideas.
Year 3 Term 5 Collage	To investigate and respond to the work of Paul Klee and his use of complementary colours.	To identify what they might change in their work.	To respond to the work of Victor Vasarely. To develop cutting and sticking skills.	To adapt work according to views and describe how they will develop it further.	To respond to the work of Henri Matisse. To investigate positive and negative images.	To adapt their work according to their views. To collaborate on a group piece.

Core Vocabulary Progression for: Collage	
Year 1: Environment Overlapping Sticking Arranging Collage Circle Hot Cold Sort Select Stripes Texture Soft Smooth Rough Spiky Shiny	Year 3: Pathways Direction Crossing Overlapping Complementary colours Response Direction Crossing Overlapping Complementary colours Strips Vertical Horizontal Optical illusion Adapt Modify Positive

Dull Rough Smooth Light Dark Font Capital Develop	Negative Response Associated Familiar Reflecting Compare
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Art Progression Document Aspect: Textiles

Progression of Skills and Knowledge within the Units for: Textiles		
Year 1	Year 4	Year 5
<p>Developing simple over/under weaving, wrapping and knotting skills. Experimenting with different ways of attaching fabric to a frame. Developing understanding of tools and materials to embellish strips of fabric using a variety of media. Understanding fabric resist using oil pastel and Brusho. Reviewing and identifying developments for future work. Applying knowledge of the resist process. Using textured surfaces to produce effective rubbings. Developing wrapping and knotting skills. Working collaboratively in developing ideas for group pieces. Developing understanding of fabric pegging techniques. Understanding the elements of line and texture.</p>	<p>Developing an understanding of the mono-printing process using thick and thin marks and lines on fabric. Developing control of tools and techniques. Developing dip dye and resist techniques. Identifying and recording linear markings in natural forms. Adapting and modifying their work according to their views. Understanding the advantages of combining media and processes. Developing knowledge and understanding of the work of Michael Brennand-Wood. Developing personal responses to works of art. Making decisions about how to develop responses to Brennand -Wood. Developing knotting, threading and binding. Selecting materials and processes and organising and combining these in their work. Comparing responses to artists' work.</p>	<p>Developing understanding through direct experience and manipulation of materials and processes. Developing individual responses to problem solving. Developing an understanding of the nature of materials and matching this to their intentions. Developing an understanding of wax resist and control of tjanting tools. Applying knowledge and demonstrating understanding through individual responses to the work of textile artist Jean Davywinter. Adapting and modifying work in the light of knowledge and experience gained.</p>

Textiles Curriculum						
Year 1 Term 5 Textiles	To investigate weaving materials and processes.	To investigate materials and processes to embellish strips of fabric and use these to produce a weaving.	To ask and answer questions about starting points for work and develop ideas. To review what they and others have done and identify what they might develop in future work.	To try out tools and techniques in producing a fabric resist piece of work. To review work and discuss ideas.	To investigate wrapping and knotting techniques and processes. To ask and answer questions about starting points for their work.	To try out tools and techniques involved in fabric pegging and learn about visual and tactile elements including line, colour and texture.
Year 4 Term 6 Textiles	To investigate materials and processes in producing a monoprint on fabric.	To use a variety of folds to produce dip dyed pieces. To use resist methods on dip dyed fabric. To record from direct observation.	To develop designs from direct observation. To adapt work according to their views.	To respond to the work of the textile artist Michael Brennand-Wood.	To adapt work according to own views and develop knotting and wrapping textile responses.	To apply their experience of materials and processes. To select approaches to communicate ideas and make responses.
Year 5 Term 5 Textiles	LO: To investigate and reform visual and tactile qualities using construction and destruction processes.	LO: To use a variety of methods and approaches to make a hanging.	LO: To apply experience of materials and processes to form fabric relief panels.	LO: To apply experience of the batik process and develop their control of tools and techniques.	LO: To respond to the work of textile artist Jean Davywinter.	LO: To adapt work according to my views.

Core Vocabulary Progression for: Textiles		
<p>Year 1: Warp/weft Frame Over/under Wrap/Knot Direction Decorate Strip Frame Drainage mat Weave Embellish/Resist Hanging Strip Pattern Repeat Attach Rubbing Resist Adapt Square Texture Surface Wrapping Knotting Assemble Hanging Peg Line Base Texture Colour Push Curved / Straight</p>	<p>Year 4: Monoprinting Technique Non-porous Preparation Experiment Resist technique Linear Review Modify Adjustments Combine Transpose Contemporary textile artist Lattice Layering, Responding Wrapping Knotting Binding Threading Construction Attaching Review Adapt</p>	<p>Year 5: Layering Construction Destruction Multiple Hanging Fixing Assembling Joining Folding Pinching Scrunching Sliding Raised surface Relief panel Batik wax Resist Dye Tjanting Technique Process Arrange Layers Dyes Colouring Textures Modifying Comparing Adapting Identifying Differences</p>

Art Progression Document Aspect: Drawing

Progression of Skills and Knowledge within the Units for: Drawing		
Year 2	Year 4	Year 6
<p>Understanding that different mark makers may be used to create different effects. Using different marks in response to descriptive language. Understanding that different marks can represent different moods and movements. Applying different marks in response to music. Applying different marks and lines in response to a piece of music and being able to use appropriate vocabulary. Understanding how to represent texture by using a variety of different marks. Using a story as a starting point for artwork. Working co-operatively with a partner and accepting each other's ideas. Identifying what they might change in their work. Applying previously acquired skills to draw objects in different arrangements</p>	<p>Listening to a story and devising suitable graphic marks in response to what has been heard. Using viewfinders to select and analyse visual elements. Selecting and composing images, developing analytical observational skills. Exploring graphic media and using their own work as reference to develop an image. Responding to John Brunson use of line to describe landscapes. Develop work in response to specific linear demands and selecting colour combinations. Developing analytical skills and fine pencil control. Producing thick and thin lines and a variety of tonal qualities.</p>	<p>Focusing on a single element within a design. Discussing and reviewing work and making modifications. Making detailed drawings using a magnifying glass. Enlarging designs developed in the sketchbook. Selecting and using a wide range of media. Reviewing and modifying work. Working as a group. Using an overhead projector to produce a figurative image. Understanding the importance of tone in figurative imagery. Using ICT to produce a portrait image. Working within a group to develop work using a chosen method. Understanding and investigating the variety of methods and different media used by artists for portrait work.</p>

Drawing Curriculum						
Year 2 Term 3 Drawing	LO To be able to create a winter inspired picture from observations – link to Science Winter Watch walk	LO To find out about a Victorian significant artist – William Morris LO To use a range of techniques to create a picture – in the style of William Morris	LO To try out a range of marks on different surfaces using different media To use a range of techniques to create a picture	LO To explore ideas and use imagination to respond to music as a stimulus for mark making To try out tools and techniques To explore line and mark	LO To investigate and use the expressive marks from previous session on a range of different surfaces To use ICT as a tool for mark making	LO To work from the imagination in response to a story
Year 4 Term 2 Drawing	LO: To respond to a story as a starting point for imaginative work.	To use a viewfinder to select and record observations of linear patterning in natural objects.	To select from and use own drawings to develop work.	To use landscape as a starting point for artwork.	To respond to the work of John Brunson.	To use find control with a pencil to make detailed analytical observational drawings.
Year 6 Term 1 Drawing	To make detailed, analytical observational drawings.	To enlarge own drawings and use selected media to develop work.	To discuss, review and modify work.	To use an OHP to enlarge a selected photographic portrait. To understand the visual element of tone. To work collaboratively in a group.	To develop and extend individual and group work.	To respond to portraits from different times and styles.

Core Vocabulary Progression for: Painting		
<p>Year 2: Mark maker Thick/thin Hard/soft Dark/light Texture Repeating Wavy Flowing Jagged Shiny Furry Prickly Bumpy etc... Dance Freeze Respond Record Compare Surface Reproduce Tools Media Texture – Display Arrange Toys Beside Next to Between In front of Behind etc... Words associated with the texture of the chosen objects. Different Viewpoint Back/Front etc...</p>	<p>Year 4: Graphic marks Response Selecting Lines Shapes Proportion Direction Analysing Images Composing Experimenting Exploring Linear Marks Reference Define Divide Contour Respond Colour combination Flowing line Contour Lace Tonal quality Pencil control</p>	<p>Year 6: Element, Line, Shape Colour, Texture, Tone, Pattern, Form. Enlarging Media Portrait Figurative Tone Light, mid- tone, dark Print Paint Mosaic Tone Portraiture Media Methods</p>

Art Progression Document Aspect: 3D

Progression of Skills and Knowledge within the Units for: Painting		
Year 2	Year 4	Year 6
<p>Developing understanding and use of symbols. Recognising why the palette is restricted to 'earth' colours.</p> <p>Selecting colours and producing designs. Applying understanding and experience to produce a decorated 3D form.</p> <p>Applying surface design onto a 3D object. Reviewing and modifying designs as they progress.</p> <p>Learning the process of rolling and inlaying clay of different colours into a slab.</p> <p>Listening and responding to a story as a starting point for 3D work.</p> <p>Forming clay slabs and 'vegetables' in response to the story by rolling, pinching and pulling coloured clays.</p> <p>Using techniques already learned and applying these to imaginative work in 3D.</p>	<p>Casting 3D forms. Understanding the idea of design related to purpose.</p> <p>Using research and sketchbook work to explore designs.</p> <p>Modifying designs according to purpose. Using sketchbook work to inform designs.</p> <p>Applying experience of materials and processes to develop work.</p> <p>Adapt, modify and refine work in progress.</p> <p>Understanding the process and techniques involved in developing coiled clay forms.</p> <p>Developing fabric forming techniques.</p> <p>Working collaboratively to produce artwork.</p> <p>Adapting and modifying work through class and group discussion</p>	<p>Develop understanding of recording first hand observations directly into clay.</p> <p>Understanding Moore's use of the maquette.</p> <p>Developing forming skills.</p> <p>Understanding the concept of 'drawing' in 3D.</p> <p>Comparing and commenting upon the ideas, methods and approaches of others.</p> <p>Developing research and design skills.</p> <p>Adapting and modifying ideas.</p> <p>Developing a small-scale series of work.</p> <p>Developing a series of work that requires modifying and refining as it progresses.</p> <p>Developing casting techniques from selected moulds using brown, gummed tape.</p> <p>Researching and producing designs for individual work.</p> <p>Selecting and assembling cast forms.</p> <p>Selecting appropriate materials and embellishing surfaces.</p>

3D Curriculum						
Year 2	LO To investigate and respond to Aboriginal Art.	LO To select and develop ideas into 3D work in response to Aboriginal Art.	LO To review what they and others have done, say what they think and feel about it and identify what they may like to change.	LO To roll clay to an even thickness. To make coils and apply these as surface decoration.	LO To roll clay to an even thickness. To make forms from small pieces of clay and apply these as surface decoration.	LO To change the form of clay by pulling, pinching and smoothing.
Term 4	To ask and answer questions about starting points for their work.		To use different tools for	To respond to a story as a starting point for 3D work.	To respond to a story as a starting point for 3D work.	To use imagination to produce 3D form.
3D						

			decorating surfaces.			
Year 4 Term 4 3D	LO: To cast forms using brown, gummed tape.	LO: To investigate different designs of shoes.	LO: To compare ideas to enable appropriate material choice.	LO: To discuss and adapt work according to views.	LO: To experiment with clay coils to make 3D form.	LO: To collaborate with others to produce a 3D artefact.
Year 6 Term 4 3D	To respond to the reclining figure work of Henry Moore. To observe the figure from a range of viewpoints.	To respond to the mother and child work of Henry Moore. To adapt and improve their work as it progresses. To compare and comment on their own and others' work.	To research the work of craftspeople and designers working in different times and cultures as a starting point for making a series of clay pendants.	To review and modify work and make changes as work progresses.	To apply knowledge and understanding of previously learned techniques. To explore a range of starting points for practical work.	To adapt their work according to their views.

Core Vocabulary Progression for: 3D		
Year 2: Aboriginal Symbol Represents Didgeridoo Earth Colours Symbol Surface Modify Review Slab Inlay Coil	Year 4: Cast Mould Purpose Style Names used for specific types of shoe. Construct Embellish Modify Refine Packaging Display Advertise	Year 6: Maquette Representation Pinching Pulling Stroking Smoothing Relationship Pendant Decoration Fine Modifications Series Scale

Rolling Forming Pinching Pulling Imagination	Adapt Modify Refine Coil Inner Outer Spiral Base Vertical Fabric Forming Dipping Wrapping Twisting	Form Mask Times Cultures Assemble Positioning Modification.
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Art Progression Document Aspect: Print Making

Progression of Skills and Knowledge within the Units for: Print Making		
Year 2	Year 3	Year 5
<p>Using the technique of tearing positive and negative stencils to make prints. Demonstrating an understanding of working light to dark. Tearing and using both positive and negative stencils for printing. Understanding that printmaking involves production of multiple images. Producing three colour overprinted images using clay relief blocks. Evaluating and modifying own work after discussion. Making unique state prints. Producing clay slab prints with the inclusion of overlaid tissue. Using overlays to produce translucent colour effects in their printmaking. Learning techniques associated with making</p>	<p>Inking up a slab correctly and using a roller in different ways to make a variety of marks. Listening and responding to a story as a starting point for artwork. Understanding how different materials placed under the printing surface can show texture. Understanding the monoprinting process. Developing skills in monoprinting using different colours and working from light to dark. Discussing own work and that of others and reflecting on ideas. Selecting and presenting own work in sketchbooks. Developing design skills. Developing work to include previously learned techniques.</p>	<p>Producing first colour prints from Press Print reduction block. Learning the process of reduction printing using Press Print and primary colours. Producing second colour prints from Press Print reduction block. Adapting and modifying their work according to their views. Recording and reflecting on the process of reduction printing. Combining processes already learned to produce an overlaid printed image. Applying knowledge of printmaking processes in using the work of printmakers as a starting point for development.</p>

<p>direct prints from natural objects. Selecting suitable objects to suit purpose. Discussing and evaluating designs and responding using prior knowledge of materials and processes.</p>		
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Print Making Curriculum						
<p>Year 2 Term 5 Print Making</p>	<p>LO: To tear and print with positive and negative stencils. To investigate layering and overlapping when printing.</p>	<p>LO: To review work and make decisions about their work can be developed.</p>	<p>LO: To develop use of clay slab relief blocks using a 3 colour overprinting process.</p>	<p>LO: To develop clay slab relief printing with tissue inlays to produce unique state prints.</p>	<p>LO: To develop the process of direct printing using found objects, selected colours and surfaces.</p>	<p>LO: To identify similarities and differences in the work of designers. To apply knowledge and understanding of materials and processes in developing responses.</p>
<p>Year 3 Term 3 Printing</p>	<p>To use a roller and printing ink to experiment with mark making. To make thoughtful responses to a story as a starting point for their work.</p>	<p>To review what they and others have done and say what they think and feel about it. To develop the use of tools and techniques learned in previous session.</p>	<p>To investigate the possibilities of a range of materials and processes by experimenting with mono printing.</p>	<p>To select colours and surfaces to develop ideas. To review what they and others have done. To record and reflect in sketchbooks.</p>	<p>To respond to animal markings and use ideas as a starting point for creating mono prints.</p>	<p>To use plasticene to produce a relief stamp. To print coloured, repeated patterns onto selected surfaces.</p>
<p>Year 5 Term 3 Printing</p>	<p>LO: To produce a reduction block print using press print.</p>	<p>LO: To discuss work as it progresses and develop ideas.</p>	<p>LO: To identify what they might change in their current work.</p>	<p>LO: To record and reflect on the reduction printing process.</p>	<p>LO: To combine different Printmaking processes in developing their work.</p>	<p>LO: To research and respond to the work of printmakers.</p>

Core Vocabulary Progression for: Print Making		
Year 2:	Year 3:	Year 5:
Positive Negative Stencil Tearing Overlapping Layering Light Dark Surface Torn Multiples Multiple Impression Overprinting Unique Translucent Transparent Opaque Direct prints Printing pad Peeling Ink-up Low relief Response Design Pattern Wrapping paper Wallpaper	Inking-up Directions Rotate Raised Texture Effect Underneath Experiment Monoprinting Scratched Peeling Pressure As previous session Record Reflect Annotated Animal markings Response Repeat Pattern Impression.	Press Print Reduction printing ‘worrying away’ Incisions Inverted Edition Individual Annotated Record Combination Overlaid Linear Response Printmaker