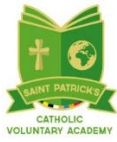


St Patrick's Catholic Voluntary Academy

Art and Design Progression of Skills and Knowledge

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

<p>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.</p>	<p>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.</p>
<p>Key Stage 1 National Curriculum Expectations:</p> <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>Key Stage 2 National Curriculum Expectations:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.
<p style="text-align: center;">The national curriculum for art and design aims to ensure that all pupils by the end of year 6:</p> <ul style="list-style-type: none"> - 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. 	
<p>Exploring and Developing Ideas: Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum: To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p>	



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Art and Design Progression of Skills and Knowledge

- Respond positively to ideas and starting points.
- Explore ideas and collect information.
- Describe differences and similarities and make links to 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.

In Lower Key Stage 2:

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.

KS2 Art and Design National Curriculum:

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.

Children can:

- use sketchbooks to record ideas
- explore ideas from first-hand observations
- question and make observations about starting points, and respond positively to suggestions
- adapt and refine ideas
- use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine

In Upper Key Stage 2 'Developing Ideas:'

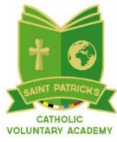
Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

KS2 Art and Design National Curriculum:

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.

Children can:

- review and revisit ideas in their sketchbooks
- offer feedback using technical vocabulary
- think critically about their art and design work
- use digital technology as sources for developing ideas
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.



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Art and Design Progression of Skills and Knowledge

Drawing:

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum:

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- draw lines of varying thickness.
- use dots and lines to demonstrate pattern and texture.
- use different materials to draw, for example pastels, chalk, felt tips.
- 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.

In Lower Key Stage 2:

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum:

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

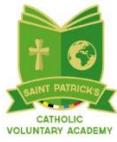
Children can:

- experiment with showing line, tone and texture with different hardness of pencils
- use shading to show light and shadow effects
- use different materials to draw, e.g. pastels, chalk, felt tips
- show an awareness of space when drawing
- use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

In Upper Key Stage 2:

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

KS2 Art and Design National Curriculum:



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Art and Design Progression of Skills and Knowledge

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
- depict movement and perspective in drawings
- use a variety of tools and select the most appropriate
- 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:

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1 Art and Design National Curriculum

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children can:

- name the primary and secondary colours
- experiment with different brushes (including brushstrokes) and other painting tools
- mix primary colours to make secondary colours
- add white and black to alter tints and shades
- 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.

In Lower Key Stage 2:

Children continue exploring using a variety of different brushes to see what happens.

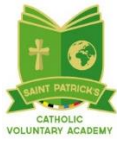
They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

KS2 Art and Design National Curriculum:

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:



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Art and Design Progression of Skills and Knowledge

- use varied brush techniques to create shapes, textures, patterns and lines
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary
- create different textures and effects with paint
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

In Upper Key Stage 2:

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

KS2 Art and Design National Curriculum:

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- create a colour palette, demonstrating mixing techniques
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
- use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists

Sculpture:

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing.

They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

KS1 Art and Design National Curriculum:

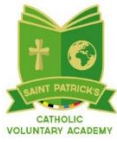
To become proficient in sculpting techniques.

To use sculpture to develop and share their ideas, experiences and imagination.

Children can:

- use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card
- use a variety of techniques, e.g. rolling, cutting, pinching
- use a variety of shapes, including lines and texture
- 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.

In Lower Key Stage 2:



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Art and Design Progression of Skills and Knowledge

Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

KS2 Art and Design National Curriculum:

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

- cut, make and combine shapes to create recognisable forms
- use clay and other malleable materials and practise joining techniques
- add materials to the sculpture to create detail
- 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.

In Upper Key Stage 2:

Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

KS2 Art and Design National Curriculum

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

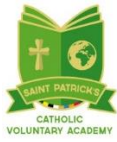
- plan and design a sculpture
- use tools and materials to carve, add shape, add texture and pattern
- develop cutting and joining skills, e.g. using wire, coils, slabs and slips
- use materials other than clay to create a 3D sculpture
- use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

Printing:

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1 Art and Design National Curriculum:

To become proficient in other art, craft and design techniques – printing.



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Art and Design Progression of Skills and Knowledge

To develop a wide range of art and design techniques in using colour and texture.

Children can:

- copy an original print
- use a variety of materials, e.g. sponges, fruit, blocks
- demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

In Lower Key Stage 2:

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – printing.

Children can:

- use more than one colour to layer in a print
- replicate patterns from observations
- make printing blocks; d make repeated patterns with precision
- use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

In Upper Key Stage 2:

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

KS2 Art and Design National Curriculum:

To improve their mastery of art and design techniques with a range of materials – printing.

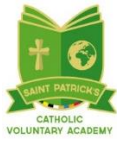
Children can:

- design and create printing blocks/tiles
- develop techniques in mono, block and relief printing
- create and arrange accurate patterns
- use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph;

Work of other Artists:

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.

They will be exposed to a range of different artists through history throughout KS1.



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Art and Design Progression of Skills and Knowledge

KS1 Art and Design National Curriculum:

To understand 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.

Children can:

- describe the work of famous, notable artists and designers
- express an opinion on the work of famous, notable artists
- use inspiration from famous, notable artists to create their own work and compare **Amira Gale, Vincent Van Gogh, Henry Moore, Josephine Dellow, Jo Peel, Andy**

Goldsworthy

- use key vocabulary to demonstrate knowledge and understanding in this strand

In Lower Key Stage 2:

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

KS2 Art and Design National Curriculum:

To learn about great artists, architects and designers in history.

Children can:

- use inspiration from famous artists to replicate a piece of work
- reflect upon their work inspired by a famous notable artist and the development of their art skills
- express an opinion on the work of famous, notable artists and refer to techniques and effect; **Vincent Van Gogh, Pete McKee, Andy Warhol, Steven Wiltshire, Edward**

Tingatinga, Henry Moore, Monet, Frida Kahlo and Jesse Wine

- use key vocabulary to demonstrate knowledge and understanding in this strand

In Upper Key Stage 2:

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

KS2 Art and Design National Curriculum:

To learn about great artists, architects and designers in history.

Children can:

- give detailed observations about notable artists', artisans' and designers' work



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Art and Design Progression of Skills and Knowledge

- offer facts about notable artists', artisans' and designers' lives; **Monet, Frida Kahlo and Jesse Wine, Leonardo Da Vinci, Banksy, Lita Albuquerque, Andrew Vickers and Angie Lewin**
- use key vocabulary to demonstrate knowledge and understanding in this strand

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To produce creative work, exploring their ideas and recording their experiences.</p> <p>KS1 pupils should be taught to use a range of materials creatively to design and make products.</p>	<p>Safely use, explore and use a variety of media and materials – children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</p> <p>Being imaginative – children talk about the ideas and processes, which have led them to made designs, images or products.</p> <p>They can talk about features of their own and others' work,</p>	<p>Explain what they and others have done.</p> <p>What feelings does it bring?</p> <p>What might they change?</p> <p>Use a sketchbook to collect ideas.</p> <p>Ask and answer questions about starting points, artists etc.</p>	<p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils</p> <p>- on the playground, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Draw lines from observations</p> <p>Draw the gaps (draw shapes in between objects)</p>	<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare their work to others, methods, techniques, colours etc.</p> <p>Adapt their work after discussion.</p> <p>Use a sketchbook to collect ideas, develop ideas and annotate.</p> <p>Record from observation and their own imagination.</p>	<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Adapt work accordingly.</p> <p>Use a sketchbook to record observations and other visual information from different sources.</p> <p>Annotate ideas.</p>	<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Adapt work accordingly.</p> <p>Use a sketchbook to record observations and other visual information from different sources.</p> <p>Annotate ideas.</p>	<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Describe how they may change their work and why.</p> <p>Adapt work accordingly. Then discuss how they could change it further.</p>



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Art and Design Progression of Skills and Knowledge

	recognising the differences between them and the strengths of others.				Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work?	Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work?	Use a sketchbook to record close observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work?
<p>DRAWING</p> <p>KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.</p> <p>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.</p> <p>Draw into sand, liquids, onto the ground using liquids and tools.</p>	<p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint.</p> <p>Draw light and dark lines (tone)</p> <p>Create rubbings (texture)</p> <p>Observe and draw shapes.</p> <p>Observe and draw patterns.</p>	<p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Draw lines from observations</p> <p>Draw the gaps (draw shapes in between objects)</p>	<p>Experiment with different grades of pencil, cross hatching, blending.</p> <p>Use different grades of pencil to apply tone to drawings.</p> <p>Make marks using different drawing implements – oil, pastels, charcoal.</p> <p>Create textures with different drawing implements, pencil, oil pastels, charcoal.</p>	<p>Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint</p> <p>Apply and use simple pattern and texture to a drawing</p> <p>Show an awareness of objects have a third dimension</p>	<p>Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels</p> <p>Explore colour mixing and blending with coloured pencils</p> <p>Apply the effect of light on objects from different directions</p>	<p>Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils</p> <p>Produce accurate drawings from observation and use tonal contrast in drawings</p> <p>Use mixed media in artworks using a combination of areas taught – print, ink, paint,</p>

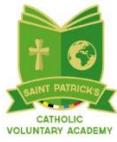


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Art and Design Progression of Skills and Knowledge

<p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>				<p>Use oil, pastels, charcoal to draw different forms and shape.</p>		<p>Begin to use perspective in work using a single foci point and horizon</p>	<p>fabric, collage etc – use pattern and texture</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</p> <p>Scale up and down images.</p>
<p>PAINTING</p> <p>KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.</p> <p>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Experiment with painting and colour mixing using powder paints, poster paints and water colours.</p> <p>Experiment with crayons, chalks and oil pastels.</p>	<p>Using poster paints, crayon, chalk, pencils, felt tips etc</p> <p>Name colours</p> <p>Experiment with colours</p> <p>Mix primary colours to make secondary colours</p> <p>Apply colour with different tools – brushes, rollers, fingers etc</p>	<p>Describe colours</p> <p>Make as many tints as possible using white poster paint</p> <p>Darken colours using black poster paint to create shades.</p> <p>Collect, sort and match colours to create an image</p> <p>Use colour on a large scale – dye</p>	<p>Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added)</p> <p>Experiment with paint and pastels.</p> <p>Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels.</p>	<p>Colour mix to match tints, tones and shades in existing works.</p> <p>Mix and use, tints, tones and shades and apply to work. Use paints and chalk pastels.</p> <p>Compare watercolour and acrylic tints, tones and shades.</p>	<p>Identify and work with complementary and contrasting colours using different media – paint, pastels etc</p> <p>Mix and match colours to create atmosphere</p> <p>Use a variety of tools to create texture</p>	<p>Mix and match colours to create light, thinking about direction of light and its effect on images</p> <p>Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk</p> <p>Identify how colour can portray emotion and use this in their own</p>

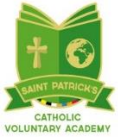


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Art and Design Progression of Skills and Knowledge

<p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</p>		<p>Create repeating patterns</p>	<p>fabric for backgrounds</p>	<p>Experiment with effects and textures – dotting, scratching, splashing.</p>			<p>artwork</p>
<p>SCULPTURE KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.</p>	<p>Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, saltdough, cooking materials.</p>	<p>Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.</p> <p>Use patterns.</p>	<p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipecleaner sculptures and clay pots</p>	<p>Shape, form and construct malleable and rigid materials.</p> <p>Construct a base for extending and modelling other shapes – paper mache – and use for a purpose</p>	<p>Shape, form, model and construct malleable and rigid materials – clay tiles</p>	<p>Shape, form, model and construct from observation and imagination.</p> <p>Plan a wire sculpture through drawing and other preparatory work.</p>	<p>Shape, form, model and join using malleable and rigid materials – wire/ junk modelling, paper, card and mod rock.</p>
<p>PRINTING</p>	<p>Use sponges to make patterns or pictures.</p>	<p>Create repeating patterns Observe and recognise</p>	<p>Print with a wide range of objects,</p>	<p>Experiment with mono printing. Colour mix by</p>	<p>Print with two overlays using an</p>	<p>Print with three overlays – using card, string and</p>	<p>Screen printing</p>



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<p>KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art/design techniques, including drawing and painting with a range of materials.</p>	<p>Print with food items.</p> <p>Finger painting.</p> <p>Use found materials man made/natural to print.</p>	<p>patterns in the environment</p> <p>Develop impressed images using foods i.e. potatoes with shapes cut into them.</p> <p>Relief prints using foam printing blocks</p> <p>Create patterns</p>	<p>manmade and natural.</p> <p>Discuss regular and irregular shapes.</p> <p>Experiment with over printing and colour</p>	<p>overlapping colour prints.</p> <p>Create repeating patterns using relief i.e. leaves, string prints.</p> <p>Create repeating patterns using impressed print – press print tiles.</p> <p>Interpret manmade and environmental patterns.</p>	<p>impressed print – lino cut</p>	<p>small lino tiles to create block prints</p>	
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