

Art Progression of Skills

At Holy Family, we see ourselves as artists! We aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children will be able to implement their learning to enable them to think critically and develop a more rigorous understanding of art and design. Through our wider curriculum, the children will have a real purpose when displaying and sharing the work they create; showcasing the skills and progress they have made. They should begin to recognise the wider impact of art and design, how it reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.



	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Drawing (ongoing) - pencil, wax, chalk, ink, pen, brushes	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>When looking at artwork, talk about what they see, using a wide vocabulary.</p>	<p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Explore the natural world, making observations and drawing pictures of animals and plants. (ELG)</p> <p>Hold a pencil effectively using the tripod grip in almost all cases. (ELG)</p> <p>Begin to show accuracy and care when drawing. Eg: drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?) (ELG)</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man-made world.</p>	<p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw as a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully.</p> <p>Begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing.</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and man-made world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have.</p>	<p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Computer generated drawings.</p> <p>Drawing from direction.</p>	<p>Use a variety of techniques to interpret the texture of a surface e.g. mark making</p> <p>Produce increasingly accurate drawings of people.</p> <p>Further develop the concept of scale and proportion.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Begin to select techniques to create a specific outcome.</p>	<p>Look at the effect of light on an object from different directions.</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Further develop the concept of perspective.</p> <p>Independently use techniques to ensure scale and proportion.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p>
Vocabulary	Thick, thin.	Thick, thin, wavy, straight.	Thick, thin, wavy, straight, simple, line, zig-zag, soft/hard.	Smooth, soft/hard, thick, thin, wavy, straight, vertical, shading, diagonal, zig-zag, draw.	Reflection, space, natural, smooth, soft/hard, thick, thin, wavy, straight, vertical, horizontal, shading, diagonal, flowing, sketch.	Blurred, reflection, scene, scale, proportion, space, natural, vertical, horizontal, shading, smudged, sharp, landscape, flowing, continuous, sketch.	Blurred, contour, delicate, natural/unnatural, scene, scale, proportion, realistic/unrealistic, vertical, horizontal, hatching, cross-hatching, random hatching, smudged, sharp, landscape, flowing, continuous.	Infinity, middle ground, perspective, scale, proportion, vanishing point, visual, contour, delicate, realistic/unrealistic, vertical, horizontal, hatching, definition, smudged, sharp, landscape, portrait, flowing, continuous.

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Colour - pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc</p>	<p>Use large-muscle movements to paint and make marks.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing. Choose the right resources to carry out their own plan.</p> <p>When looking at artwork, talk about what they see, using a wide vocabulary.</p>	<p>Identify and express their feelings.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing, paintbrushes.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour. (ELG)</p> <p>Use a range of small tools, including paint brushes. (ELG)</p>	<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour - glue, pastels, and paint, felt tips, crayons.</p> <p>Continue to explore applying colour with a range of tools for enjoyment – glue sticks, sponges, brushes, fingers.</p>	<p>Make colour wheels to show primary and secondary colours.</p> <p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colours – different sorts of green, blue, purple etc. Use language to evaluate – light/dark.</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’.</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make the colours shown on a commercial colour chart.</p> <p>Use colour to reflect mood (recap Matisse)</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Consider colour for purposes.</p> <p>Use colour to express moods and feelings.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>
<p>Vocabulary</p>	<p>Red, orange, yellow, green, blue, purple.</p>	<p>Black, white, red, orange, yellow, green, blue, purple.</p>	<p>Brown, grey, black, white, red, orange, yellow, green, blue, purple, light, dark, happy, scary, bright.</p>	<p>Indigo, violet, silver, gold, brown, grey, black, white, red, orange, yellow, green, blue, purple, primary, secondary, light, dark, joyful, frightening, bright.</p>	<p>Bronze, lime, lemon, chocolate brown, tangerine, raspberry pink, cream, lilac, ruby, peach, shade, soft, pale, light, dark, lonely, peaceful, opinion, deep, dull, bold, bright, calm, warm/cold.</p>	<p>Emerald, mustard, coffee, navy, teal, rust, lavender, cherry, blush, fuchsia, salmon, sand, pastel, tranquil, vibrant, shade, soft, pale, intense, peaceful, opinion, mood, emotions, deep, dull, bold, calm, dramatic, gentle, warm/cold, express, expressive.</p>	<p>Mint, moss, blonde, brunette, ginger, sapphire, plum, pearl, crimson, coral, beige, pastel, vibrant, tint, subtle, intense, glowing, shocking, intriguing, opinion, pleasant, mood, atmosphere, complementary, dramatic, shadowy, gentle, harsh, dreamy/dreamlike, express, expressive.</p>	<p>Graphite, pewter, slate, charcoal, sage, olive, mocha, denim, amber, mauve, ivory, magenta, onyx, magnolia, monochrome, pigment, pastel, vibrant, subtle, intense, harmonious, hue, observation, intriguing, opinion, pleasant, mood, atmosphere/atmospheric, complementary, dramatic, shadowy, gentle, harsh, dreamy/dreamlike, express, expressive.</p>

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Texture - collage, weaving, threads, fibres, fabrics, surfaces, wood, clay	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>When looking at artwork, talk about what they see, using a wide vocabulary.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing, paintbrushes, scissors, knives, plastic needles.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. (ELG)</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Explore different textures and experiment with mark making to illustrate these. (knives and shape cutters for play dough)</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing and decoration.</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Use various collage materials to make a specific picture.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p> <p>Look at artists - Linda Caverley, Ellen Jackson, Alison King</p> <p>Start to explore other simple stitches - backstitch, over-stitch.</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – running stitch, over stitch, back stitch.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p> <p>Continue to develop running stitch, backstitch and overstitch.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e. molly Williams, Jill Denton, Linda Caverley</p> <p>Gain independence in using running stitch, backstitch and overstitch.</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p> <p>Explore the work of Hannah Hoch.</p> <p>Independently use running stitch, backstitch and overstitch. Learn how to use catch stitch and blanket stitch.</p>
Vocabulary	Round, smooth, paint, pencil.	Round, flat, smooth, paper, paint, glue, play dough.	Smooth, rough, bumpy, fuzzy, soft, pencils, pastels, paint, clay.	Running stitch, smooth, rough, soft, oil paint, pastels, water colour, ink, clay, print, feathery, bumpy.	Fragile, tough, gritty, durable, shallow, sandy, silky, smooth, tactile, uneven, wooden, print, canvas, brushstroke.	Running stich, over stitch, back stitch, fragile, tough, durable, gritty, powdery, sandy, silky, smooth, tactile, uneven, wooden, canvas, brushstroke.	Running stich, over stitch, back stitch, gritty, powdery, rubbery, fragile, tough, durable, vast, sandy, silky, smooth, tactile, uneven, wooden, canvas, brushstroke.	Running stich, over stitch, back stitch, catch stitch, blanket stitch, vast, sandy, silky, gritty, powdery, leathery, rubbery, smooth, tactile, uneven, wooden, airy, bristly, media/medium, canvas, brushstroke.

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Form - 3D experience, rigid and malleable materials</p>	<p>When looking at artwork, talk about what they see, using a wide vocabulary. Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore 2D and 3D shapes: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to size and length. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Construct and build from simple objects, creating models from observation and imagination.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Share their creations, explaining the process they have used. (ELG)</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. (ELG)</p>	<p>Use both hands and tools to build.</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of length, weight and texture.</p>	<p>Awareness of natural and manmade forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experienced surface patterns / textures.</p> <p>Work safely, to organize working area and clear away.</p> <p>Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>Consider light and shadow, space and size. Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Begin to more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p>	<p>Use sketchbook to create an annotated sketch and step by step guide of their print or collage.</p> <p>Produce more intricate patterns and textures.</p> <p>Increase accuracy in techniques to produce a more finished and refined outcome.</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p>
<p>Vocabulary</p>	<p>Roll, cut, smooth, flat, round.</p>	<p>Build, pull, tear apart, roll, cut, smooth, flat, round.</p>	<p>Weave, scoring, cut, roll, build, pull, tear apart, roll, cut, smooth, flat, round, textiles, material.</p>	<p>Scoring, weave, pinching, kneading, bone dry, pottery, kiln, glaze, textiles, material, thread.</p>	<p>Sculpt, sculptor, sculpture, pottery, textiles, modelling, plasticity, scoring, pinching, kneading, bone dry, pottery, kiln, glaze.</p>	<p>Mosaic, slab, model, textiles, form, ceramic, sculpt, sculpture, sculptor, kiln, glaze, needle, thread, knot, fabric.</p>	<p>Technique, sculpt, textiles, fabric, form, mosaic, apply, application, tile, slab, model, form, ceramic, sculpture, sculptor, kiln, glaze.</p>	<p>Still life, technique, textiles, fabric, sculpt, form, mosaic, apply, application, tile, slab, model, form, ceramic, sculpture, sculptor, kiln, glaze.</p>

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Printing - fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>When looking at artwork, talk about what they see, using a wide vocabulary.</p> <p>Print with block colours.</p>	<p>Produce simple pictures by printing objects.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Make rubbings showing a range of textures and patterns.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p>	<p>Create patterns and pictures by printing from objects using more than one colour. (Klee)</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Use printmaking as a means of drawing.</p> <p>Create order, symmetry and irregularity.</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools.</p> <p>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (Packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through mono printing on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form.</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper.</p> <p>Discuss and evaluate own work and that of others. (Morris, labelling, etc.)</p>	<p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief.</p> <p>Recreates a scene remembered, observed or imagined, through collage printing.</p> <p>Screen printing.</p> <p>Explore printing techniques using by various artists. (Recap Georg Baselitz Y2, Wassily Kandinsky Y4. Introduce Andy Warhol)</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p>
<p>Vocabulary</p>	<p>Print, push, press.</p>	<p>Print, printing, press, roll, play dough.</p>	<p>Background, distance, circular, empty, heavy, texture.</p>	<p>Background, close up, distance, circular, curved, diagonal, empty, heavy, texture.</p>	<p>Background, close up, distance, circular, curved, diagonal, pointed, texture.</p>	<p>Abstract, background, chaotic, close up, geometric, asymmetrical, curved, diagonal, texture.</p>	<p>Abstract, arrangement, background, balanced, chaotic, foreground, geometric, rectilinear, asymmetrical, oblique, texture.</p>	<p>Abstract, arrangement, background, balanced, chaotic, fixed point of view, focus, foreground, geometric rectilinear, asymmetrical, oblique, texture.</p>

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Pattern - (painted, printed, dyed, rubbed, imprinted, embossed etc.)	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>When looking at artwork, talk about what they see, using a wide vocabulary.</p>	<p>Continue, copy and create repeating patterns.</p> <p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create spot and stripe collages.</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Link to Maths.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>Search for pattern around us in world, pictures, objects.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT.</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper and chalk on playground.</p> <p>Link to Maths – symmetry</p>	<p>Consider different types of mark making to make patterns.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/Klee)</p>	<p>Organise own patterns and use shape to create patterns.</p> <p>Create own abstract pattern.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	<p>Begin to make patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Compare own and artists work.</p> <p>Continue to look at a range of artists work, looking for pattern and discussing the effect in more detail.</p>
Vocabulary	Stripes, spots.	Stripes, spots, print, pattern.	Continuous, plain, striped, zig-zag, repeated.	Irregular, regular, overlapping, random, simple, complicated.	Spiral, swirling, complicated, regular, irregular.	Tessellation, regular, irregular, pattern, printed, imprinted, arrangement.	Intricate, tessellation, imprinted, effect, arrangement.	Intricate, tessellation, effect, expression, illusion, manipulate, sculpt, monochrome, arrangement.