

| | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | Frequency | | | | | | | |
| | Skills | <p>Expressive arts and design – being imaginative to choose colours and create drawings for a purpose.</p> <p>Hold and control a variety of media.</p> <p>Use lines to create shapes, patterns and textures.</p> <p>Begin to understand the importance of working to the size of the paper.</p> | <p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Colour in accurately</p> <p>Develop a range of tone.</p> <p>Continue to work to the size of the paper.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p> | <p>Begin to control the types marks made with the range of media.</p> <p>Control the types of marks made with the range of media.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p> <p>Make drawings to show increasing detail and context.</p> | <p>Developing intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> | <p>Developing techniques to create intricate patterns.</p> <p>Understand why they best suit.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> | <p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p> | <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p> |

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| | Experiences | Draw a range of subjects from observation and imagination. Drawing on a range of surfaces Inc. light lines on black paper. Looking at other artists. | Draw from observation, experience and imaginations. Begin to draw for a range of purposes. Draw on a range of surfaces and scales. Use a pencil and a variety of drawing techniques to create light/ dark lines. Look at drawings from a range of artists representing a variety of cultures. | Draw on different surfaces with a range of media. Draw light/dark lines, patterns and shapes using a pencil and begin to experiment with hatching, scribbling, stippling, and blending. Begin to draw from the human figure. Look at drawings from a range of artists representing a variety of cultures relating them to their own work. | Draw from observation, experience and imaginations. Draw for a range of different purposes using a range of styles. Develop drawing from the human figure in a range of poses and circumstances. Working on range of surfaces and scales. Begin to choose the scale and surface appropriate to the work. Look in depth at drawings from a range of artists representing a variety of cultures relating them to their own work. | Use different grades of pencil and other implements/media to create lines, marks and develop tone. Draw for the human figure in a range of poses and circumstances. Draw for a range of different purposes using a range of styles. Working on range of surfaces and scales. Begin to choose the scale and surface appropriate to the work. Look in depth at drawings from a range of artists representing a variety of cultures relating them to their own work. Experience the work of other artists to begin to identify styles. | Use different techniques for different purposes i.e. shading, hatching within their own work. Draw the human figure in isolation. Experience a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work. | Draw the human figure in isolation, in groups and set in different environments. Experience a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work. Choose the style of drawing to match the purpose. |
| | Materials | Beginners' pencils, wax crayons, felt tips, chalks. Range of sizes | HB pencils, graphite sticks, felt and fibre-tipped pens, wax crayons, colouring pencils | 2B pencils, charcoal, ball point pens | Range of pencils, water-based crayons | Materials from Yr R to Y3 | Pen and ink | Materials from Yr R to Y5 |

Commented [LW1]:

| Painting | Frequency | | | | | | | |
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| | Skills | <p>Exploring and using media and materials – to explore what happens when they mix primary and secondary colours</p> <p>Being Imaginative – to choose particular colours to use for a purpose. Use different brushes and tools. Being to explore watercolour paint.</p> | <p>Colour in accurately including in paint. Name primary, secondary and some tertiary colours. Mix and match basic colours and make them lighter and darker. Start to record simple media explorations in a sketch book.</p> | <p>Name primary, secondary and tertiary colours, qualify their tonal value. Mix and match basic colours and make them lighter and darker. Paintings to show increasing detail and context. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> | <p>Demonstrate increasing control the types of marks made. Identify key visual elements in the work of artists e.g. colour, line, shape and space. Begin to adapt and apply colours to achieve tonal effects, patterns and textures. Begin to match the approach to the scale of the work. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> | <p>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Continue to adapt and apply colours to achieve tonal effects, patterns and textures. Identify key visual elements in the work of artists and their own work e.g. colour, line, shape and space. Describe what they have achieved and how it is produced using art language. Make paintings that include detail and context. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> | <p>Work with a wide range of more specialist media and mixed media to achieve desired effects. Use the primary colours and black and white to mix a range of hues and tones. Compose the work and plan effective use of available space. Describes what they have produced using art vocabulary that names media, tools and equipment. Start to develop their own style using tonal contrast and mixed media. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> | <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work with a wide range of more specialist media and mixed media to achieve desired effects. Use the primary colours and black and white to mix a range of hues and tones. Compose the work and plan effective use of available space. Describes what they have produced using a range of specific art vocabulary that names media, tools and equipment and define the processes of working in the context of key elements.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.</p> |

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| | | | | | | | | Annotate work in sketchbook. |
| | Experiences | Paint a range of subjects from observation and imagination. Paint on a range of surfaces. Look at other artists. | Paint from observation, imagination and experiences. Increasing range of media for painting. Look at paintings of other artists. | Paint from observation, imagination and experience, emphasis on first-hand experience. Paint on a range of surfaces and scales. Look at paintings of other artists representing a variety of cultures, relating them to their own work. | Paint from observation, imagination and experience, emphasis on first-hand experience. Selecting media from a limited range and deciding how it might be used. Begin to choose the scale and surface appropriate to the work. Look at a wide range of paintings of other artists representing a variety of cultures, relating them to their own work. | Continue to paint from observation, imagination and experience, emphasis on first-hand experience. Selecting media from a wide range and deciding how it might be used. Continue to choose the scale and surface appropriate to the work. Experience the work of other artists and begin to identify styles. | Continue to develop experiences from previous years. | Continue to develop experiences from previous years. |
| | Materials | Powder paint, watercolours, round brushes, cotton buds, fingers, spatulas. | Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes. | Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes. | Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes. | | | |
| Sculpture | Frequency | | | | | | | |
| | Skills | Exploring and using media and materials – to select tools and techniques needed to shape, assemble and join materials they are using. Assemble and dis-assemble with construction kits. Develop language to describe structures | Mould and create simple shapes with malleable materials. Develop language to describe structures. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, and kneading. | Mould and create simple shapes with malleable materials. Follow instructions to assemble and dis-assemble a range of construction kits. Use a wider range of simple tools to cut, shape and impress patterns. Fold, pleat and cut paper and card of varying thicknesses. | Mould malleable materials to create objects and people. Use simple techniques for building and joining clay. Use a wider range of tools to cut, shape and impress patterns. Create simple shapes from paper and card. Create papier-mache and use it to model 3D shapes. | Mould malleable materials to create objects and people. Use simple techniques for building and joining clay. Use a wider range of tools to cut, shape and impress patterns. Create simple shapes from paper and card. Create papier-mache and use it to model 3D shapes. | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. | Design and create planned sculptures from single and combined media using some of the following processes: A range of techniques for building, joining and decorating clay. A wide range of simple to fold to cut, shape and impress patterns in a range of materials. |

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| | | | Use tools and equipment safely and in the correct way. | | Make a slip to join to pieces of clay. | Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Make a slip to join to pieces of clay. (If finishing the armatures with clay) Model over an armature Use language appropriate to skill and technique | Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. | Weaving patterns using threads and varying materials. |
| | Experience | Build and construct from separate objects e.g. junk Model with malleable materials. Explore tactile qualities of materials. Talk about the materials and processes of working with them. | Model with malleable materials. Explore tactile qualities of materials. Talk about the materials and processes of working with them. | Model with malleable materials. Explore tactile qualities of materials. Talk about the materials, how they have been worked and the result. Talk about their sculpture and relating them to the work of other sculptors. | Build and construct structures from a wide range of materials and objects. Work on a range of scales and sizes. Combine materials and processes to achieve required effects and meet specific design requirements. Work with specific malleable and resistant materials to explore their qualities. Plan the | Build and construct structures from a wide range of materials and objects. Work on a range of scales and sizes. Combine materials and processes to achieve required effects and meet specific design requirements. Work with specific malleable and resistant materials to explore their qualities. Plan the | Planning the sculpture, methods, tools and materials. Choosing materials appropriate to the subject. Talk about their sculpture and how they were created, and the ideas being investigated. Relating the work to the work of other sculptors. | Planning the sculpture, methods, tools and materials. Choosing materials appropriate to the subject. Talk about their sculpture and how they were created, and the ideas being investigated. Relating the work to the work of other sculptors. |

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| | | | | | sculpture and select appropriate tools. Talk about their sculpture and relate it to the work of other sculptors. | sculpture and select appropriate tools. Talk about their sculpture and relate it to the work of other sculptors. | | |
| | Materials | Dough, wet sand, paper, card boxes, tubes, patterned papers, fabric, lego, tools, scissors, fingers and simple modelling tools. | Dough, clay, wet sand, paper, card boxes, tubes, patterned papers, fabric, lego, tools, scissors, fingers and simple modelling tools. | Malleable materials. Construction materials. Adhesives. Tools; fingers, scissors, modelling tools. | Malleable materials. Construction materials e.g. paper, card, wood, fabric, wire, plasters. Adhesives. Tools. NOTE: Some materials and techniques may require tools and adhesives that will need to be used under close supervision. | Malleable materials. Construction materials e.g. paper, card, wood, fabric, wire, plasters. Adhesives. Tools. NOTE: Some materials and techniques may require tools and adhesives that will need to be used under close supervision. | Malleable materials. Construction materials e.g. paper, card, wood, fabric, wire, plasters. Adhesives. Tools e.g. scissors, sponges, modelling tools, saws, pliers and knives. NOTE: Some materials and techniques may require tools and adhesives that will need to be used under close supervision. | Malleable materials. Construction materials e.g. paper, card, wood, fabric, wire, plasters. Adhesives. Tools e.g. scissors, sponges, modelling tools, saws, pliers and knives. NOTE: Some materials and techniques may require tools and adhesives that will need to be used under close supervision. |
| Collage | Skills | Exploring and using media and materials Hold scissors. Cut a range of materials. Cut straight lines. Tear paper into strips. Apply glue sparingly, place glued surfaces together carefully. Classify materials by colour and texture. | Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Glue and stick accurately. Classify materials into colours and surface textures. | Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Glue and stick accurately. Classify materials into colours and surface textures. | Cut complex shapes from a range of materials with some accuracy. Tear paper to pre-determined strips and shapes. Change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying. Apply adhesive sparingly and stick shapes accurately. | Cut complex shapes from a range of materials with some accuracy. Tear paper to pre-determined strips and shapes. Change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying. Apply adhesive sparingly and stick shapes accurately. | Accurately cut complex shapes from a range of materials. Use more specialist cutting equipment and adhesives. Alter and amend a range of surfaces to create new textures appropriate to the work. | Accurately cut complex shapes from a range of materials. Use more specialist cutting equipment and adhesives. Alter and amend a range of surfaces to create new textures appropriate to the work. |
| | Experience | Handle and manipulate a range of natural and man- | Handle and manipulate a wide range of natural and | Handle and manipulate a wide range of natural and | Produce their own collage, choosing, cutting, arranging and | Produce their own collage, choosing, cutting, arranging and | Plan and produce their own collage, choosing, cutting, | Plan and produce their own collage, choosing, cutting, |

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| | | made materials. Talk about textures and colours of materials. Work on group or individual collages by cutting and sticking similar objects together to create new textures. | man-made materials, making choices to match texture and colour to purpose. Make their own simple collage. Talk about their own work and the work of others in relation to shape, texture and colour. Work as a member of a group to produce a single collage. | man-made materials, making choices to match texture and colour to purpose. Make their own simple collage. Talk about their own work and the work of others in relation to shape, texture and colour. Work as a member of a group to produce a single collage. | applying materials focussing on colour, shape, texture and pattern. Experiment with materials to achieve new textures and colours. Talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results. Work as a member of a group to produce a single collage. Look at and talk about collages created by other artists. | applying materials focussing on colour, shape, texture and pattern. Experiment with materials to achieve new textures and colours. Talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results. Work as a member of a group to produce a single collage. Look at and talk about collages created by other artists. | arranging and applying materials focussing on colour, shape, texture and pattern. Further experimentation with materials to achieve new textures using a range of colour tones. Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results. Look at and talk about collages created by other artists, analysing the materials and processes used and the effects achieved. | arranging and applying materials focussing on colour, shape, texture and pattern. Further experimentation with materials to achieve new textures using a range of colour tones. Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results. Look at and talk about collages created by other artists, analysing the materials and processes used and the effects achieved. |
| | Materials | Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors. | Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors. | Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors. | Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors. Sewing equipment. | Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors. Sewing equipment. | Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Sewing equipment. Safety scissors, fabric scissors and approved craft knives. | Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Sewing equipment. Safety scissors, fabric scissors and approved craft knives. |
| Printing | Skills | Being Imaginative – to choose particular colour to use for a purpose. Load an object with paint and print from it. Make rubbings. | Load a range of objects with paint and print from them. Make a simple printing block. Ink up a block and print a regular and irregular printing pattern. | Load a range of objects with paint and print from them. Make a simple printing block. Ink up a block and print a regular and irregular printing pattern. | Make a more complex printing block from polystyrene printing tiles or similar. Build a printing block by applying card, string wool, etc. Ink up a block and print a | Make a more complex printing block from polystyrene printing tiles or similar. Build a printing block by applying card, string wool, etc. Ink up a block and print a | Make a more complex printing block from polystyrene printing tiles and cutting it to apply more than one colour. Build a complex printing block by applying | Make a more complex printing block from polystyrene printing tiles and cutting it to apply more than one colour. Build a complex printing block by applying |

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| | | Make a range of other prints (e.g. from bubbles) Recognise patterns in natural and man-made objects. | Make a monoprint using wax crayons. Investigate a range of techniques e.g. using stencils. | Make a monoprint using wax crayons. Investigate a range of techniques e.g. using stencils. | regular and off-set pattern. Investigate a range of other techniques e.g. printing on fabric, with a range of objects and as seen in work of other artists. Use the computer to make patterns. | regular and off-set pattern. Investigate a range of other techniques e.g. printing on fabric, with a range of objects and as seen in work of other artists. Use the computer to make patterns. | card, string and wool. Ink up a block and print regular and irregular patterns. Develop offset prints that investigate a range of tessellated approaches. Develop art language to enable them to identify and talk about pattern and texture in natural and man-made objects. Relate their work to the work of other artists and describe how the prints could have been made. | card, string and wool. Ink up a block and print regular and irregular patterns. Develop offset prints that investigate a range of tessellated approaches. Develop art language to enable them to identify and talk about pattern and texture in natural and man-made objects. Relate their work to the work of other artists and describe how the prints could have been made. |
| | Experiences | Choose objects to print with. Print objects to make pictures and patterns (regular and irregular). Work on a range of textures and surfaces. Talk about their prints. | Experiment with a growing range of printing methods. Choose an object to print with to achieve specific results. Print to make pictures, patterns or textures. Print on a range of surfaces and textures. Identify and talk about pattern and texture in natural and man-made objects. Talk about their prints and how they were made. | Experiment with a growing range of printing methods. Choose an object to print with to achieve specific results. Print to make pictures, patterns or textures. Print on a range of surfaces and textures. Identify and talk about pattern and texture in natural and man-made objects. Talk about their prints and how they were made. | Experimenting with a growing range of printing methods. Choose objects to print to achieve specific results. Developing monoprints to show use of line, pattern and texture. Printing to make pictures, patterns and textures. Printing more complex patterns. Working on a range of scales and surfaces including fabric. Designing and creating printed patterns for collage. Identifying and discussing pattern and texture in natural and man-made objects. Talk about their print, and the works of others | Experimenting with a growing range of printing methods. Choose objects to print to achieve specific results. Developing monoprints to show use of line, pattern and texture. Printing to make pictures, patterns and textures. Printing more complex patterns. Working on a range of scales and surfaces including fabric. Designing and creating printed patterns for collage. Identifying and discussing pattern and texture in natural and man-made objects. Talk about their print, and the works of others | Experiment with and combine a range of printing techniques. Choose methods of printing to achieve specific results. Show use of line pattern, texture, shape and colour in their prints. Plan to use printing to make pictures, patterns and textures. Collecting and classifying a range of printed effects. Printing more complex regular and irregular patterns. Planning to incorporate the scale, surface and method to achieve the result. Design printed patterns and textures for collage. Talk about their print, explain the process and relate it | Experiment with and combine a range of printing techniques. Choose methods of printing to achieve specific results. Show use of line pattern, texture, shape and colour in their prints. Plan to use printing to make pictures, patterns and textures. Collecting and classifying a range of printed effects. Printing more complex regular and irregular patterns. Planning to incorporate the scale, surface and method to achieve the result. Design printed patterns and textures for collage. Talk about their print, explain the process and relate it |

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| | | | | | including other artists. | including other artists. | to prints of other artists. | to prints of other artists. |
| | Materials | Opaque, ready mixed paint with a little washing up liquid. Hard and soft objects to print with. Wax crayons for rubbings. Suitable absorbent papers. | Opaque ready mixed paint with a little washing up liquid. Hard and soft objects to print with. Wax crayons for rubbings. Heavy card/polystyrene for making blocks. Inks, plates and rollers. Suitable absorbent papers. | Opaque ready mixed paint with a little washing up liquid. Hard and soft objects to print with. Wax crayons for rubbings. Heavy card/polystyrene for making blocks. Inks, plates and rollers. Suitable absorbent papers. | Polystyrene printing tiles. Wax crayons for rubbings. Heavy card, string, wool. Printing inks, plates, rollers. Fabric inks, crayons. Suitable absorbent papers. | Polystyrene printing tiles. Wax crayons for rubbings. Heavy card, string, wool. Printing inks, plates, rollers. Fabric inks, crayons. Suitable absorbent papers. | Polystyrene printing tiles. Wax crayons for rubbings. Heavy card, string, wool. Printing inks, plates, rollers. Fabric inks, crayons. Suitable absorbent papers. Wide range of materials and textures for printing. | Polystyrene printing tiles. Wax crayons for rubbings. Heavy card, string, wool. Printing inks, plates, rollers. Fabric inks, crayons. Suitable absorbent papers. Wide range of materials and textures for printing. |
| Textiles | Skills | Collect and classify fabrics by colours and textures. Hold scissors and cut fabrics and threads. Thread beads onto lace or string. | Cut fabrics into basic shapes. Cut threads into a variety of similar lengths. Thread a large eyes needle. Sew individual straight stitches as decoration on open weave fabrics. Dye a range of fabrics and threads for collage purposes. Weave with paper and card. | Cut fabrics into basic shapes. Cut threads into a variety of similar lengths. Thread a large eyes needle. Sew individual straight stitches as decoration on open weave fabrics. Dye a range of fabrics and threads for collage purposes. Weave with paper and card. | Cut and apply fabrics and threads with some accuracy. Create and apply new fabric textures by, e.g. crumpling, creasing, pleating. Thread and sew with fine needles. Sew straight stitches to create patterns and surface decoration. Use sewing to apply one fabric to another. Weave using fabric strips. Create patterns in fabric as a result of dyeing. | Cut and apply fabrics and threads with some accuracy. Create and apply new fabric textures by, e.g. crumpling, creasing, pleating. Thread and sew with fine needles. Sew straight stitches to create patterns and surface decoration. Use sewing to apply one fabric to another. Weave using fabric strips. Create patterns in fabric as a result of dyeing. | Cut a simple paper patten and use it to create a basic 3D shape from fabric. Sew pieces of fabric together accurately using the sewing machine and/or by hand. Create new threads by, for example knotting and plaiting to use as decoration. | Cut a simple paper patten and use it to create a basic 3D shape from fabric. Sew pieces of fabric together accurately using the sewing machine and/or by hand. Create new threads by, for example knotting and plaiting to use as decoration. |
| | Experience | Handling and manipulating fabrics and threads. Using fabrics in collages. Wrapping dolls and other shapes in fabrics. Dressing themselves and discussing different fastening. | Select fabrics and thread by colour and texture. Simple sewing to create surface texture or pattern. Weaving to create textures and patterns. Dyeing threads and fabrics to use in other textile activities. | Select fabrics and thread by colour and texture. Simple sewing to create surface texture or pattern. Weaving to create textures and patterns. Dyeing threads and fabrics to use in other textile activities. | Create collages using appropriately selected fabrics and threads. Use weaving to create textures and patterns. Tie-dyeing fabrics to achieve patterns and textures. | Create collages using appropriately selected fabrics and threads. Use weaving to create textures and patterns. Tie-dyeing fabrics to achieve patterns and textures. | Planning and creating 2D collages a 3D structures using fabrics and threads and combining previously learned techniques as appropriate to the work. Selecting fabrics and threads to enhance the purpose of the work. Dyeing | Planning and creating 2D collages a 3D structures using fabrics and threads and combining previously learned techniques as appropriate to the work. Selecting fabrics and threads to enhance the purpose of the work. Dyeing |

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| | | | | | | | fabrics and threads to achieve effects. | fabrics and threads to achieve effects. |
| | Materials | Various fabrics. Threads. Children's scissors that will cut fabric. Adhesive appropriate for material, PVA. | Collage: Various fabrics and threads. Scissors and glue. Sewing: Large eye needles, open weave fabric or plastic grid. Weaving: Frames or cards. Smooth threads. Papers/card. Dying: Light coloured fabrics and threads that will accept dye. Cold water dyes, suitable buckets/bowls. Tongs to handle dyed fabrics. | Collage: Various fabrics and threads. Scissors and glue. Sewing: Large eye needles, open weave fabric or plastic grid. Weaving: Frames or cards. Smooth threads. Papers/card. Dying: Light coloured fabrics and threads that will accept dye. Cold water dyes, suitable buckets/bowls. Tongs to handle dyed fabrics. | Collage: Various fabrics and threads. Scissors and glue. Sewing: A range of needles and fabrics. Weaving: Frames or cards. Smooth threads. Fabric strips. Dying: Light coloured fabrics and threads that will accept dye. Cold water dyes, suitable buckets/bowls. Tongs to handle dyed fabrics. | Collage: Various fabrics and threads. Scissors and glue. Sewing: A range of needles and fabrics. Weaving: Frames or cards. Smooth threads. Fabric strips. Dying: Light coloured fabrics and threads that will accept dye. Cold water dyes, suitable buckets/bowls. Tongs to handle dyed fabrics. | Various weights and styles of fabrics and threads. Tools and equipment including scissors, needles, sewing machine, sewing frames and appropriate adhesives. Dyes and associated equipment. | Various weights and styles of fabrics and threads. Tools and equipment including scissors, needles, sewing machine, sewing frames and appropriate adhesives. Dyes and associated equipment. |