



## Art and Design Progression of Skills

	Nursery	Reception	1	2	3	4	5	6
<b>Drawing</b>	<p>-I can experiment with drawing tools to make marks and explore this in different sizes and on different surfaces</p> <p>-I like to revisit what I have explored before</p>	<p>-I can think of ideas using my own interests, experiences and my imagination</p> <p>-I am confident to use the range of tools and materials provided to explore making marks</p> <p>-I can develop my skills by revisiting and repeating</p> <p>-I can work spontaneously and expressively using different marks, signs,</p>	<p>-I can control different drawing tools</p> <p>-I can explore different materials and marks, e.g.cross hatching, thick thin lines, wavy</p> <p>-I can draw things I see and remember</p> <p>-I can use some language about marks and lines and name the things I use</p> <p>-I can recognise</p>	<p>-I can show good control over different drawing tools and develop skills through exploring marks, media and scale</p> <p>-I can confidently draw things I see and remember</p> <p>-I can observe closely to identify key qualities of objects studied, e.g. texture, shape</p> <p>-I can increase my language of</p>	<p>-I can use drawing to observe, investigate and communicate ideas</p> <p>-I can experiment with different grades of pencil to achieve variants of line, texture, tone</p> <p>-I can experiment with, and investigate, different tools and surfaces in order to make appropriate choices</p>	<p>-I can use drawing to develop spatial concepts, e.g. inside/outside, maps, plan view, perspective</p> <p>-I can use research to inspire drawings, from memory and imagination</p> <p>-I can make informed choices in drawing, including paper and media.</p> <p>-I can experiment to</p>	<p>-I can show confidence in ability to draw things I observe, remember and imagine</p> <p>-I can develop technical skills by experimenting with a variety of drawing tools and media to explore space, perspective, portrait, scale, tone</p> <p>-I can understand some different functions of drawing, e.g illustration,</p>	<p>-I can collect, select and analyse a variety of source material to use</p> <p>-I can develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects</p> <p>-I can draw objects, showing awareness of proportion, shape and angle.</p> <p>-I can convey tonal qualities, showing a good</p>



		<p>symbols and patterns e.g. lines, spirals, dots.</p>	<p>how drawing can be used to develop ideas</p> <p>-I can look at my own drawings and think how I can improve them</p> <p>-I can develop an awareness of drawing techniques and begin to talk about my thoughts and feelings about them</p>	<p>marks, lines and patterns</p> <p>-I can make choices of media to use for my work</p> <p>-I can recognise how drawing can be used as a starting point for some of my other work</p> <p>-I can look at my own drawings in relation to those of others and think about how I might improve them</p>	<p>-I can use drawings to review, adapt and refine my ideas</p> <p>-I can experiment with different purposes of drawing</p>	<p>investigate different tools and surfaces to show tone</p> <p>-I can alter and refine drawings and explain my changes</p> <p>-I can discuss the drawings of others and think how theirs might influence my work</p> <p>-I can understand that drawing for different purposes can lead to different styles of drawings, e.g plan, map, poster</p>	<p>self-expression, forming ideas</p> <p>-I can use drawing as a starting point and to generate ideas that may or may not be taken forward</p> <p>-I can make comparisons</p> <p>-I can use my understanding of different kinds of drawing to talk about and improve my work</p> <p>-I can evaluate my own drawings with reference to the visual elements (line, shape, colour, texture, space)</p>	<p>understanding of light and dark on form.</p> <p>-I can evaluate my own and others' drawings with reference to the visual elements (line, shape, colour, texture, space) using critical and contextual vocabulary to express my opinions.</p>
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							using critical and contextual vocabulary	
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### Curriculum Skills Progression for Art and Design

	Nursery	Reception	1	2	3	4	5	6
Painting	<p>-I can explore colour and marks with paint using different tools as well as my hands/fingers</p> <p>-I can name colours</p> <p>-I can explore experiences that mix colours</p> <p>I can explore consistencies through a range of sensory experiences</p>	<p>-I can explore consistency by experimenting with the different types of paint available</p> <p>-I know that primary colours can be mixed to make another colour</p>	<p>-I can explore colour by sorting, matching and mixing primary colours and shades</p> <p>-I can investigate the possibilities of paint and implements, by exploring the range of marks and ways of applying paint of</p>	<p>-I can further investigate the range of marks I can make by limiting tools</p> <p>-I can experiment consistency by making paint thinner and thicker and describe the changes</p> <p>-I can explore the double primary system to make different</p>	<p>I can explore different approaches to applying paint</p> <p>-I can work from first-hand experiences, memory, imagination</p> <p>-I can investigate and explore mark-making with paint using a wider range of tools, consistencies and surfaces</p>	<p>-I can mix the colour I need using primary colours (double primary system) and begin to match colours from artists paintings</p> <p>-I can recognise and describe common features of landscape paintings</p> <p>-I can experiment</p>	<p>I can develop confidence to try out different approaches and take risks to create imaginary and exploratory work</p> <p>-I can work from different starting points</p> <p>-I can show confidence in using colour by mixing specific shades</p>	<p>I can create imaginary and exploratory work, trying out different approaches and developing an extended repertoire of ideas</p> <p>-I can recognise the need to experiment and take risks on the way to achieving intended outcomes.</p>



			<p>different consistencies on different surfaces and sizes</p> <p>-I can control different brushes</p> <p>-I can represent observations and ideas through painting</p> <p>-I can name tools and techniques, e.g. brush shapes, paint type, mixing, shade</p> <p>-I can describe the colour and marks I make</p> <p>-I can describe what I think</p>	<p>shades and describe them</p> <p>-I can develop creativity and imagination by using paint in an experimental way with colour, shape, pattern from the real world</p> <p>-I can notice and talk about similarities and differences in painting and offer my opinion</p> <p>-I can understand some of the different purposes of painting, e.g. communicate, express</p>	<p>-I can mix colours using the double primary system</p> <p>-I can choose the painting tools I need to achieve a desired effect, showing control</p> <p>-I can explore still life by making a pleasing arrangement of objects</p> <p>-I can work with others to create a shared piece of work, sharing and organising ideas</p>	<p>with watercolour and develop techniques using them</p> <p>-I can talk about my ideas for a landscape painting and complete one using appropriate media and tools</p> <p>-I can give reasons for the choices I have made for my paintings</p> <p>-I can assess my work, talk about others work, and adapt it from these discussions if required</p>	<p>-I can learn more about the qualities of paint by applying it in different ways on different surfaces</p> <p>-I can create controlled paint effects using range of tools and surfaces</p> <p>-I can paint from observation</p> <p>-I can talk about some features of flower paintings</p> <p>-I can develop technical skills needed to create a painting in stages</p>	<p>-I can explore different tools and surfaces and select appropriately, experimenting with paint application, colour and scale</p> <p>-I can consolidate and develop further skills in colour mixing – reproducing colours in natural and made objects to express moods and emotions</p> <p>-I can work into painted surfaces with other media.</p> <p>-I can use increased</p>
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			and feel about my work -I can recognise some different types of painting (landscape, portraits, animals, religious)	feelings, show places	-I can talk about my composition -I can review, reflect, adapt and refine my work -I can express my opinions on paintings, and develop this vocabulary	-I can develop an understanding of how colour is used symbolically and use this to inform my work	-I can reflect on the quality of my work and make improvements -I can begin to know how materials and methods might relate to context and expressing personal views	awareness and understanding of painting methods and styles to refine my own ideas -I can review the effectiveness of my work, adapting it and articulating my reasons
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	Nursery	Reception	1	2	3	4	5	6
<b>Printing</b>	-I can explore pressing different objects to leave marks	-I can understand that if I press an object it will leave a mark and this is called a print	-I can explore the process of printing, using objects to discover how marks change when applied in different ways and on	-I can experiment with print and pattern by using objects and fingerprints to explore variables, e.g	-I can explore with a wide range of ideas and materials to produce increasingly controlled prints -I use observational	-I can use natural forms as inspiration for modelling and carving blocks -I can further experiment with variables, e.g ink	-I can collect and select materials to try out alternative ideas and designs to help make decisions -I can observe and develop	-I can observe and record responses to the natural and built environment and develop drawings into ideas for printed images



		<ul style="list-style-type: none"><li>-I can represent something in print form</li><li>-I can explore texture by taking rubbings</li></ul>	<ul style="list-style-type: none"><li>different surfaces</li><li>-I can explore with purpose line, marks, pattern through monoprinting and block printing</li><li>-I can recognise some print around me, e.g.on textiles, ceramics</li><li>-I can develop my language to describe printing processes to talk about my work</li><li>-I can understand how my skills could be</li></ul>	<ul style="list-style-type: none"><li>colour, shape, angle, texture</li><li>-I can experiment with line, design, pattern, colour, texture through monoprinting and block printing and ink and roller techniques</li><li>-I can begin to understand the idea of printing and its possibilities (creating multiple images easily)</li><li>-I can use printing language to comment on my work and compare it to others</li></ul>	<ul style="list-style-type: none"><li>drawing and other visual information as starting points for investigating pattern and line for printing</li><li>-I can explore more variables such as shape, pressure, method, tools, materials, colour</li><li>-I can create my own designs from a stimulus, making choices about colour, subject and shape.</li><li>-I can recognise how many prints can be made from one block</li></ul>	<ul style="list-style-type: none"><li>application, materials</li><li>-I can make printing blocks using a range of materials, (e.g.clay, toys, cardboard tubes/string), to further experiment repeated prints</li><li>-I can develop practical skills through techniques requiring a greater degree of motor control, e.g. adding further carved detail or a smaller block</li><li>-I can make links between continuous</li></ul>	<ul style="list-style-type: none"><li>drawings into ideas for print</li><li>-I can freely explore printing techniques, materials and media fully to take creative risks</li><li>-I can develop further printmaking skills, designing patterns of increasing complexity and printing onto varied backgrounds and surfaces</li><li>-I can develop knowledge of the printing process</li><li>-I can identify successful aspects of my work</li></ul>	<ul style="list-style-type: none"><li>-I can explore ideas and techniques, exploiting materials fully and taking creative risks</li><li>-I can show technical confidence by combining printing with other media and develop an understanding of which printing method is most appropriate for my task</li><li>-I can plan and explore several alternatives before arriving at a final design</li><li>-I can identify successful aspects of my work and</li></ul>
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			developed by responding to comments	<ul style="list-style-type: none"><li>-I can improve my skills by responding to others comments</li><li>-I can develop awareness of pattern and texture in the environment and of printed and repeated patterns in all forms</li></ul>	<ul style="list-style-type: none"><li>-I can use vocabulary to discuss my own and others work</li><li>-I can use my understanding to review my work</li></ul>	<ul style="list-style-type: none"><li>designs on fabric and paper, and my work</li><li>-I can use my understanding to review, refine and adapt my work and set myself goals</li><li>-I can begin to think more about how I use pattern, colour, composition</li></ul>	<ul style="list-style-type: none"><li>-I can talk with others to reflect on processes and outcomes</li><li>-I can compare and contrast different printing techniques</li><li>-I can develop an understanding of repetition, rotation and symmetrical designs</li></ul>	<ul style="list-style-type: none"><li>consider improvements</li><li>-I can engage with others to reflect on different processes and outcomes to adapt and develop ideas</li><li>-I can compare and contrast examples of pattern from different contexts</li></ul>
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### Curriculum Skills Progression for Art and Design

	Nursery	Reception	1	2	3	4	5	6
Collage and Textiles	I can explore sticking (collage) by using all the different materials available, with glue	-I can explore techniques using papers, e.g crumple, tear, overlap, scrunch -I can create an image by using materials available and consider content, shape, colour, size surface and texture	-I can explore shape, colour and texture by using collage and textile materials in different ways -I can freely explore the properties of various papers, fabrics and threads -I can weave with fabrics and papers -I can collage with different materials to create a picture	-I can explore a range of practical skills by cutting, tearing, layering and arranging -I can develop skills using a range of materials to explore different processes for decoration and function -I can develop my understanding of techniques of colouring and embellishing fabrics. E.g dyes, paint	-I can explore different starting points for collage/textiles work; recording from images, photos, sketches -I can investigate different materials to develop my imaginative ideas -I can choose and arrange materials for a striking effect -I can explore shape, pattern by using overlapping, tessellation,	-I can collect visual information for starting points for collage and textile work -I can select materials that relate to things I want to represent, e.g. from nature, cultures -I can make changes to materials by adding other media, e.g. change surface of paper -I can explore dyeing and	-I can experiment creatively with fabrics, threads and beads in response to visual stimulus -I can develop creativity by experimenting with cloth, exploring its possibilities -I can develop practical skills through controlled weaving, winding, stitching, wrapping, threading and begin to predict what marks will be made	-I can collect appropriate images to use as inspiration for my collage work, individually or as part of a group -I can engage in opportunities to gain more knowledge of the visual elements (line, shape, colour, space and texture), through manipulating and combining collage and textile materials -I can show awareness of properties of some material by matching





			<ul style="list-style-type: none"><li>-I can describe, identify and sort different materials.</li><li>-I can develop vocabulary to talk about my work</li><li>-I can talk about clothing for function</li></ul>	<ul style="list-style-type: none"><li>-I can use different starting points for work, e.g stories, illustrations</li><li>-I can develop vocabulary to evaluate my work in relation to peers.</li><li>-I can describe similarities and differences in textiles and identify methods and approaches used</li></ul>	<ul style="list-style-type: none"><li>mosaic and montage</li><li>-I can explore the techniques of tie dye and stitching</li><li>-I can use language to describe the visual and tactile qualities of textiles</li><li>-I can look at my own textiles/collage experiments and consider ways improve them</li></ul>	<ul style="list-style-type: none"><li>applique with fabrics</li><li>-I can use collage as a means of building a visual vocabulary</li><li>-I can begin to understand the techniques used in woven, stitched and dyed textiles and make comparisons between them</li><li>-I can look at others work and comment on possible improvements</li></ul>	<ul style="list-style-type: none"><li>-I can improve my work by discussing challenges and how best to solve them</li><li>-I can use a developing vocabulary to discuss and evaluate my work in relation to others</li></ul>	<ul style="list-style-type: none"><li>them to a specific task</li><li>-I can experiment with texture, pattern, shape and composition by combining collage and textile materials with other processes, e.g. drawing, painting</li><li>-I can adapt my work as I progress by using my knowledge and understanding of different methods and approaches</li><li>-I can consider and express reflective and insightful opinions about</li></ul>
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								the use of textiles/clothing for functional, decorative and ceremonial purposes in varied contexts
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**Curriculum Skills Progression for Art and Design**

	Nursery	Reception	1	2	3	4	5	6
<b>Sculpture &amp; 3D Design</b>	-I can explore joining things together to create 3D forms -I can use different construction materials -I can explore texture by using the experiences,	-I can explore 3D form by constructing or moulding, sometimes with a purpose or planned effect in mind	-I can collect ideas, images and make drawings to inform 3D work -I can select materials, combining and manipulating them to explore form -I can extend construction skills by	-I can combine and manipulate materials to explore structure and form -I can work collaboratively as part of a group, developing ideas -I can explore sculptures or assemblages	-I can experiment with a greater range of 3D materials to explore their potential -I can explore and use a variety of approaches to materials as I create ideas for 3D work -I can further develop	-I can experiment with ideas and stimuli, collecting visual information, to explore a range of potential sculptures (face masks- expressions, faces) -I can develop understanding	-I can select materials appropriately, combining and manipulating them to enable exploration of structure and form -I can develop ideas and technical skills by experimenting with a variety of approaches,	-I can select materials confidently, combining and manipulating them to enable exploration of structure, form, balance -I can apply skills and techniques using wire to make an armature



materials and tools provided (e.g. making different marks in dough using sticks)	experimenting with techniques, e.g. cutting, bending, folding -I can manipulate malleable materials in a variety of ways, e.g. rolling, joining and kneading -I can work safely with materials and tools -I can develop vocabulary relating to 3D materials and sculpture and use this to comment on my work -I can review my work by	using varied materials, exploring visual and tactile qualities -I can investigate and explore the qualities of clay in a variety of ways by using my hands and tools -I can make a pinch pot (diva) and use clay tools to add surface texture -I can consider ways to apply colour to my work -I can develop my understanding of clay; where	control and knowledge of tools, their suitability for different tasks and how to use them safely -I can develop an understanding of the differences between 2D and 3D art forms and think about the relevance of both -I can express and explain my views on sculptures I look at -I can recognise public sculptures in civic areas and	and control of the properties and possibilities of modelling and construction to help me solve problems/find solutions, e.g. most effective materials to layer over your mask/mould -I can show an understanding of the properties of materials, and their suitability for my work -I can plan, design and make models from observation or	resources, 2D and 3D materials -I can experiment with drawings to express ideas -I can develop composition by experimenting with 2D shapes and colour to create a design -I can transfer a 2D design into 3D form. -I can develop skills to adapt and improve my work by solving technical problems -I can use vocabulary	-I can use materials effectively to model form and detail, based on my drawings/plan made from collecting visual images -I can make sculptures or assemblages using varied materials, exploring their visual and tactile qualities and building on previous knowledge and skills -I can look critically at my work and continue to identify both successful
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			comparing it to what I set out to do -I can develop an understanding about site specific sculpture	it comes from, firing process and its function in everyday life -I can look critically at my work and identify both successful aspects and others that might need further development.	build an awareness of public sculptures over time	imagination (masks) -I can think about the importance and significance of a sculpture's setting.	relating to sculpture and 3D materials and to compare and talk about different approaches, and comment on content and mood of a piece -I can review my work against my original plan	aspects and others that need development -I can talk about the diverse qualities of materials used in sculptures, permanent and transitory
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### Curriculum Skills Progression for Art and Design

	Nursery	Reception	1	2	3	4	5	6
<b>Digital Media and Photography</b>	-I can hold and use a camera or tablet to explore capturing images	-I can hold and use a camera or tablet to select and capture images, with some clear intention -I can explore line, shape, colour by using a simple creative art programme	-I can use an art programme and select simple tools to explore lines, shapes, textures and colours. -I can use a camera or tablet to take a series of photos and zoom, save, print -I can use my experiences, stories and environment to create representations using a computer, camera or tablet -I can work with others to	-I can control the size of marks and select colours and shapes and stamps in an art programme -I can use a camera to take a series of portraits, exploring light, angle, size -I can use digital tools to modify a photo -I can create a sequence of artworks and begin to think about the audience, e.g assembly theme, visitor information	-I can create images and explain why they were created -I can take a photo for a creative purpose, e.g to be cut and pasted to create a collage -I can use a paint programme to develop designs for painting, print or 3D work -I can further explore image software to explore scale and pattern	-I can capture photographic images as a video with a time duration -I can collaborate and record a short video of narrative film -I can develop creativity by selecting appropriate images, colour tools, combining images, e.g old and new photos of buildings -I can experiment combining digital paint processes	-I can enhance digital media by editing, including sound, video, animation and installations -I can demonstrate awareness of basic principles and processes of photography and some of its limitations -I can develop technical skills in combining text with an image, e.g newspaper, magazines, webpage -I can use animation software to	-I can explore an art programme and actions such as rotate, flip, drop to create complex patterns I can successfully create a digital portrait by knowing how to edit images, combine selected elements and/or use effects -I can use a camera or digital device, as part of a group, to make a simple film to communicate a story or information



			<p>create an image, e.g maybe a photo, a collage using images, picture on a computer</p> <ul style="list-style-type: none"><li>-I can talk about ways to communicate information</li><li>-I can talk about how I completed my digital work</li><li>-I can use the internet to explore art galleries</li></ul>	<ul style="list-style-type: none"><li>-I can recognise and begin to reflect on similarities and differences between traditional and digital mark-making</li><li>-I can comment on others digital work, extending my vocabulary</li><li>-I can use the internet to look at artists work</li></ul>	<ul style="list-style-type: none"><li>-I can explore simple presentation software</li><li>-I can talk about examples of digital images and reflect on the difference from more traditional media</li><li>-I can navigate art galleries online to look at art works by a range of artists</li></ul>	<p>with those that are drawn or painted</p> <ul style="list-style-type: none"><li>-I can understand the way digital information is presented, e.g cartoons, advertising</li><li>-I can improve my work by editing the image</li><li>-I can navigate art galleries online to find out about artists and their work</li></ul>	<p>develop ideas and processes</p> <ul style="list-style-type: none"><li>-I can create a collaborative image on a theme</li><li>-I can review and adapt my work in response to others</li><li>-I can talk about effective ways to communicate digitally</li><li>-I can use appropriate online sites to carry out research for work across art disciplines</li></ul>	<ul style="list-style-type: none"><li>-I can use a simple video edit programme to organise and sequence clips, adding sound and special effects</li><li>-I can explore transferring digital images to different surfaces</li><li>-I can develop an understanding of the creative potential of digital technology</li><li>-I can explore the ways in which technologies are merging</li><li>-I can use images effectively to</li></ul>
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								reflect on my ideas and emotions
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### Curriculum Skills Progression for Art and Design

All year groups, including Early Years, have information that suggests artists, designers and craft makers and artworks, that would support children’s learning in art, and other curriculum areas. The is also an extensive list of art galleries and museums provided.

	Nursery	Reception	1	2	3	4	5	6
<b>Work of Artists &amp; Cultural Understanding</b>	<p>-I enjoy looking at artworks by a range of artists.</p> <p>-I can make a comment about what I see</p>	<p>-I look closely at artworks and talk or have conversations about what I see, notice, think and feel.</p> <p>-I show interest about artworks by asking questions</p>	<p>-I am aware of a few great artists, craft makers and designers</p> <p>-I can look at the work of a contemporary artist</p> <p>-I can look at and make comments about artists’ work across art disciplines, (drawing, painting, printmaking, sculpture, collage and textiles, digital media), from different</p>	<p>-I can name some great artists, craft makers and designers</p> <p>-I can look at the work of contemporary artists</p> <p>-I can look at and talk about artists’ work across disciplines, from different cultures and periods</p> <p>-I can explore artists’ and designers’ use of pattern and decoration, e.g for decorating my diva</p>	<p>-I can recognise some of the work of great artists, craft makers and designers, naming some</p> <p>-I can look at the work of contemporary artists</p> <p>-I can look at artwork across disciplines and begin to compare and comment on different approaches used by artists in different cultures and periods of time</p>	<p>-I can recognise some works of art by great artists, craft makers and designers, naming some</p> <p>-I can look at the work of contemporary artists</p> <p>-I can talk about the similarities in works of art by some artists of the same time (art movements)</p> <p>-I can look at, discuss and learn more about artists’</p>	<p>-I can recognise works of art by well-known artists and become aware of a few different art movements, realising some artists of the same time had common styles</p> <p>-I can look at the work of contemporary artists, including those working in both traditional and digital methods</p> <p>-I can discuss artists’ work</p>	<p>-I can recognise works of art by a range of well-known artists, and of art movements</p> <p>-I can look at the work of contemporary artists working across a variety of disciplines</p> <p>-I can freely talk about artists’ work, across the disciplines, from my prior knowledge</p> <p>-I can increase specialist vocabulary to describe techniques and approaches</p>





			<p>cultures and periods</p> <p>-I can begin to make links between the media, tools and materials I explore to those of artists and designers</p> <p>-I can begin to relise photography can be an art form.</p> <p>-I can recognise pattern and decoration in artists' and designers' work</p> <p>-I can talk about similarities and differences in</p>	<p>-I can, through my understanding of artists' methods, adapt my work as I'm creating</p> <p>-I can look at the work of artists on a given theme to inform my work (this academic year fish)</p> <p>-I can begin to notice different themes (genres) of artworks, e.g. landscape, people, religion, animals</p> <p>-I can make links between my work and that of artists</p> <p>-I can become aware of the</p>	<p>-I can develop an awareness of print in our environment and culture, and in other cultures, countries and periods of history, including early history</p> <p>-I can investigate by collecting and talking about examples of artists' work, e.g for my still life arrangement</p> <p>-I can describe the differences between costumes worn in different cultures and their practical,</p>	<p>work and ideas across the disciplines, from different cultures and periods, e.g Islamic designs</p> <p>-I can recognise artists often use drawing as a starting point for work</p> <p>-I can begin to show understanding of the work and ideas of different landscape artists</p> <p>-I can begin to understand how art and culture can influence my art work, e.g</p>	<p>across disciplines, from different cultures and periods, using some specialist vocabulary to describe techniques and approaches observed</p> <p>-I can recognise how printed pattern has been used historically and culturally in different ways and for different purposes, e.g Mayans</p> <p>-I can develop an understanding of why flowers feature in</p>	<p>observed in artworks; and develop the ability to make comparisons across different contexts and cultures</p> <p>-I can reflect on purpose and meaning in the work of artists and relate this to a consideration of my own work</p> <p>-I can make connections between the materials and processes used by artists and those explored myself, expressing my personal preference</p>
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			<p>textiles across times and cultures</p>	<p>work of crafts people around the world (textiles)</p> <p>-I can talk about the use of clothing for functional and decorative purposes</p>	<p>ceremonial and decorative uses</p>	<p>conventions of Indian Painting</p> <p>-I can recognise woven fabrics and the important role they have in our lives and those of other cultures</p>	<p>works of art and decoration across cultures</p> <p>-I can make some connections between the materials and processes used by artists and those explored by myself</p> <p>-I can become aware of approaches used by sculptors and the inspiration for their work</p>	<p>-I can talk about the diverse qualities of materials used in sculptures, permanent and transitory, and identify historical and cultural differences</p> <p>-I can discuss textiles across different times and cultures, and identify methods and approaches used</p>
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