



## Art Curriculum

### Intent

At Slaithwaite CE J & I we value Art and Design as an important strand in a broad and balanced curriculum. We recognise that Art should *engage, inspire* and *challenge* and that it should equip our pupils to *experiment, invent* and *create*.

As the children progress through school we will help them, through studying a diverse range of local, national and international male and female Artists, to develop their critical abilities and a deeper understanding of how Art has reflected our own history and that of other cultures. We will aim to develop the children's visual language of Art - line, tone, texture, colour, pattern, shape, 3D form - by effective teaching and considered sequences of lessons/experiences so that all may reach their full potential.

Overall, we recognise the positive impact that Art has on children's well-being and that Art for most is a fun, imaginative, playful, 'hands-on' experience and one to be thoroughly enjoyed!

### Implementation:

The skills and knowledge that children will develop are mapped across each year group, to ensure progression. Knowledge ensures that children understand the context of their Art work as well as learning about the Artists that they may be inspired by. Sound teaching of skills means that children can express their imagination and also develop mastery of the processes: drawing, painting, printing, textiles, and sculpture. Details of the knowledge and skills taught through cross-curricular topics can be found in each year group's long term/medium term plans.

### Differentiation

We recognise that in all classes there are children of widely different abilities in Art and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Resources and support for individuals or groups can allow all children to access the curriculum. Allowing the tasks to be of different difficulties, open ended, open for personal interpretation and discussion, independent and collaborative, means we can allow all children to reach their potential.

## SEND

By maintaining an inclusive learning environment, we ensure that lessons are tailored to suit the needs of all individuals in class. Multi-sensory approaches, including the use of computing, allow all children to access the learning objectives. We aid children with both peer and adult support to assist their learning.

### Mastery and Greater Depth

How do we challenge more able Artists? We offer them a greater range of materials for drawing, painting, sculpture; encourage a talented child to take their work further eg adding higher level of detail, suggesting looking at examples from the Art world, or by teaching a specific skill; provide open ended activities which will challenge more able children; pose more challenging thought-provoking questions; offer additional optional tasks and homework. Children who are greater depth in Art are encouraged to support their peers in their learning by explaining and demonstrating their understanding and skills, engaging in discussion and peer tutoring.

### Implicit Curriculum Links

Through this, where possible, we make links to other areas of the curriculum, to enrich and extend the teaching of other subjects, as well as teaching Art as a discrete subject.

English - Art teaching can cross over all strands in literacy. Reading: researching Artists, craft makers and designers and techniques and methods; exploring biographies of significant people in the Art world. Writing: age related written critiques; describing methods; writing short biographies. Speaking and listening: discussing and evaluating their own and others' work.

Maths - many areas of Art link with mathematical ideas of shape, space and measures: printing repeating patterns; using language of ratio when mixing paint, plaster; understanding of angles, scale and perspective; importance of 3D shape for supporting structures.

PSHE - Art evokes a huge range of emotions and naturally encourages expression of thoughts and feelings. Particular works could open up discussion on race, ethnicity and gender, hopefully leading to greater understanding and compassion (Frida Khalo, Grayson Perry, Jean-Michel Basquiat); Lively debates could facilitate emotional expression and reactions to current events (street Art-

Banksy, photo journalism- Margaret Bourke-White, sculpture- Christo and Jeanne-Claude).

RE - studying and discussing artwork depicting significant people and events from a wide range of religions, noting how particular beliefs are represented and portrayed. Providing opportunities for children to express their own beliefs and understanding of a variety of religious concepts and practices through art.

History- Artists have always depicted events and reflected the culture of the moment. Children can learn about specific time periods through looking at and evaluating important works of art, sketching artefacts and exploring local heritage (Slaithwaite canal art).

Geography - looking at local Artists and their work enables pupils to appreciate the uniqueness of their own environment (Barbara Hepworth, Henry Moore at the Yorkshire Sculpture Park) and researching close locations can support landscape paintings.

Computing - providing opportunities for pupils to enhance their knowledge and skills in digital media including using the internet to research artists and their specific styles and techniques; exploring virtual galleries and collections and also using a variety of art programmes/software to manipulate images/photographs and create their own digital artwork.

### Impact

Assessment forms an integral part of the teaching and learning of Art. This is done by observing children working, by listening to their responses and by examining work produced. Evidence is kept via photographs, examples of work and possibly videos in some instances. Teaching and learning in Art across school is assessed termly alongside all other Foundation Subjects and evidences the key skills being met through each unit, clearly showing which pupils are Working Towards, Working At and Working within Greater Depth of Expected Standards of Achievement in Years 1 to 6.

Teaching and learning, along with Assessment for Learning, is evaluated regularly by the Art Lead and class teachers to ensure curriculum coverage and key skills progression for all cohorts. Key areas which are working well are identified along with any areas for development, which are then addressed through future planning and provision.

Pupil Voice is such an important part of our school and continues to be an integral part of School Improvement Planning. Children's responses, thoughts and ideas are collated regularly through Curriculum questionnaires and are then, where possible, incorporated into future curriculum planning.

Displays throughout school reflect everyone's sense of pride in the children's work and in our learning environment; displays are a real celebration of our fantastic work and achievements.

## Key Stage 1 Art Curriculum

*In the KS1 Art Curriculum pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They should be provided with opportunities to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They should learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. [National Curriculum]*

### Please note:

**The teaching and delivery of knowledge and skills in Art is linked closely to other curriculum areas such as Humanities. Due to this many of the Teaching ideas suggested below will naturally change as Topics in KS1 are reviewed and adapted accordingly in line with National Curriculum requirements.**

Year 1		
Area of Art	Statutory skills/ Success criteria	Teaching
<p><u>THROUGHOUT ALL AREAS:</u> <u>ANALYSING CREATIVE WORKS &amp; KNOWLEDGE OF ARTISTS</u></p> <p>Vocab: observe, compare, differences, similarities, background</p>	<ul style="list-style-type: none"> <li>• I can describe what I see and talk about the style of an artist/designer.</li> <li>• I can ask questions about a piece of art.</li> <li>• I can say how people feel in art works and talk about the 'moods' created by the work.</li> <li>• I can record my own ideas using a range of media.</li> </ul>	<p>*Describing a piece of work. What do I like best about this work?</p> <p>* Look at a range of artists and their work through history to modern day.</p> <p>*Look at examples of art in everyday use (eg in printing - posters, wrapping paper, fabrics etc)</p>
<p><u>PAINTING &amp; DRAWING</u></p>	<ul style="list-style-type: none"> <li>• I can use pencils to create lines with a variety of thicknesses, shape, movement.</li> </ul>	<p>*Explicit teaching of primary &amp; secondary colour names.</p>

<p>Vocab: thick, thin, line, shape, colour, shade, primary colours, secondary colours, mix, match</p>	<ul style="list-style-type: none"> <li>• I can mix and use paint to develop my awareness of colour. I can use colour expressively.</li> <li>• I can name the primary and secondary colours.</li> <li>• I can experiment with lighter &amp; darker tints and tones.</li> <li>• I can use IT to create a picture.</li> <li>• I can create moods in art work.</li> </ul>	<p>*Draw/paint your own 'Picasso portrait'.</p> <p>*Paul Klee - Castle and Sun, for drawing &amp; painting geometric shapes ('Castles' topic).</p> <p>*Georgia O'Keefe, inspiring flower/nature paintings &amp; for vivid use of colour.</p> <p>*Dinosaur paintings, starting with close observational drawings of different dinosaurs, how to add texture with a pencil.</p> <p>*Looking at lines, pattern &amp; shapes in nature - stones, leaves, flowers</p> <p>*Drawings / paintings from imaginative experiences, dreams.</p>
<p><u>PRINTING</u></p> <p>Vocab: printing blocks, pattern, rubbings, natural, man-made</p>	<ul style="list-style-type: none"> <li>• I can create a repeating pattern.</li> <li>• I can experiment with simple effects (using objects with interesting textures/shapes).</li> <li>• I can print with one or two paint colours.</li> <li>• I can make a repeating pattern &amp; recognise pattern in the environment.</li> </ul>	<p>*Using polystyrene for making 'printing tiles' - this could link to any topic or Christmas calendars &amp; cards, Mothers Day cards etc.</p> <p>*Using clay, making marks, repeating patterns in clay - Diwali lamps.</p> <p>*Andy Warhol - printing images of everyday objects, portrait printing.</p> <p>*Using computer programme for printing repeated portraits - PixlR</p>

<p><b><u>FABRIC &amp; SCULPTURE</u></b></p> <p>Vocab: collage, textile, rolling, kneading, shaping, texture, construct, join, natural, manmade, manipulate, slip, form</p>	<ul style="list-style-type: none"> <li>• I can make a collage / weaving with emphasis on texture &amp; colour.</li> <li>• I can investigate open weave fabrics.</li> <li>• I can handle, feel, manipulate &amp; begin to form clay.</li> <li>• I can cut, roll, knead and shape malleable materials.</li> <li>• I am becoming aware of how objects/people take up space.</li> <li>• I can construct and join recycled/natural/man-made materials.</li> </ul>	<ul style="list-style-type: none"> <li>*Sea collage/weavings for Scottish Islands topic.</li> <li>*Link to 'Materials' science topic</li> <li>*Squeezing, pinching, pulling clay.</li> <li>*Pressing objects into clay.</li> <li>*Dinosaur/ alien clay models.</li> <li>*Looking at buildings/simple structures.</li> <li>*Louise Bourgeois spider - inspiration for minibeast sculptures from found/recycled materials</li> <li>*Andy Goldsworthy for natural sculptures &amp; transient art outdoors.</li> </ul>
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Year 2		
Area of Art	Statutory skills/ Success criteria	Teaching
<p><b><u>THROUGHOUT ALL AREAS: ANALYSING CREATIVE WORKS &amp; KNOWLEDGE OF ARTISTS</u></b></p> <p>Vocab in addition to previous years: foreground, background, annotate, scales- large &amp; small</p>	<ul style="list-style-type: none"> <li>• I can recognise and talk about the style of/moods created by an artist/craft maker.</li> <li>• I can suggest how artists have used colour, pattern, line &amp; shape.</li> <li>• I can create a piece of work in response to the work of another artist.</li> <li>• I can show confidence in working creatively with a range of media and on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>*Look at a wider range of artists and their work through history to modern day.</li> <li>*Recognise, discuss and experiment with specific styles and techniques of different artists from different periods/improvements.</li> <li>*Provide opportunities for pupils to express themselves creatively</li> </ul>

<p><u>PAINTING &amp; DRAWING</u></p> <p>Vocab in addition to previous years: layer, smudge, blend, tint, tone, object, artefact, single, group, acrylic, water colour, poster, powder</p>	<ul style="list-style-type: none"> <li>• I can choose &amp; use 3 different grades of pencil when drawing.</li> <li>• I can use a range of 'dry media' - charcoal, pastel, felt tip, ball point, as well as pencil to create art.</li> <li>• I can use a view finder to focus on a specific part of an artefact before drawing it.</li> <li>• I can draw for a sustained period of time from figure/real objects.</li> <li>• I can mix paint to create the secondary colours.</li> <li>• I can make tints (adding white) and tones (adding black).</li> <li>• I can use different effects within an IT paint/ drawing package.</li> </ul>	<ul style="list-style-type: none"> <li>*Self-portrait work linked to Unity in the Community work - pencil sketches focusing on using shading to show shadows and enhance facial features.</li> <li>*Fireworks/Leaf silhouette pastels</li> <li>*Picasso style Self-portrait work.</li> <li>*Half and half portrait drawing in dry media - developing focus and accuracy in sketching.</li> <li>*Explicit teaching of creating secondary colours &amp; colour wheels.</li> <li>*Paul Klee - recreating tints and tones</li> <li>*Rock Fish art - tints &amp; stripes</li> <li>*link with 'Computer Art' Computing topic. Henri Matisse - 'The Snail' &amp; Andy Warhol 'Pop Art'</li> </ul>
<p><u>PRINTING</u></p> <p>Vocab in addition to previous years: layer, scraping, pressing</p>	<ul style="list-style-type: none"> <li>• I can create a printed piece of art by pressing/ rolling/ rubbing/stamping.</li> <li>• I can discover how simple prints can be further developed eg combining more than one print, using 2 colours or more.</li> <li>• I can print using a variety of objects/techniques (eg explore my own marks/ patterns pressed into clay).</li> </ul>	<ul style="list-style-type: none"> <li>*Mondrian - simple colour block stamping work.</li> <li>*Kandinsky - Squares with Concentric Circles.</li> <li>*Leaf art/Natural art</li> <li>*Create patterns in clay to make candle lanterns linked to Florence Nightingale topic work</li> </ul>

<p><u>FABRIC &amp; SCULPTURE</u></p> <p>Vocab in addition to previous years:  Stitch, knot, tie-dye, fabric crayons, wax-resist, oil-resist, malleable</p>	<ul style="list-style-type: none"> <li>• I can make a collage/ weaving developing a colourful theme using a variety of materials - fabrics, fibres, beads, buttons etc</li> <li>• I can use a variety of techniques eg fabric crayons, tie-dying, wax or oil resist.</li> <li>• I can manipulate clay for a variety of purposes (thumb pot, coil pot, model).</li> <li>• I can look at &amp; talk about spatial arrangements &amp; balance in photographs/ groups of objects in natural or built structures.</li> <li>• I can make an imaginative structure/object in 3D using a variety of recycled, natural or man-made materials.</li> </ul>	<p>*Fireworks collage - combining variety of colours, fabrics and beads. *Indian Tapestry work - weaving and stitching - Linked to India topic work &amp; also incorporating DT Textiles skills  *Clay candle lanterns linked to Florence Nightingale  *'Under the Sun' animal sculptures - Anthony Gormley - linked to India topic work. *Poppy Art - papier mache poppies from recycled materials</p>
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## Key Stage 2 Art Curriculum

*In the KS2 Art Curriculum pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be provided with opportunities to create sketch books to record their observations and use them to review and revisit ideas and to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). They should learn about great artists, architects and designers in history. [National Curriculum]*

### Please note:

**The Teaching of Art in KS2 tends to be closely linked to, and dependent on, the topics being covered in other subject areas, mainly Humanities. Due to the nature of our mixed KS2 classes, the long term plan for each class is reviewed yearly to suit the children in that class. This is to ensure children in KS2 cover a selection of Humanities topics (please see Humanities Curriculum document), without repetition, whilst still covering the statutory skills for their year group. As a result of this the teaching and delivery of Art knowledge and key skills throughout KS2 changes accordingly depending on the Humanities focus.**

Year 3	
Area of Art	Statutory skills/ Success criteria
<u>THROUGHOUT ALL AREAS:</u> <u>ANALYSING CREATIVE WORKS &amp;</u> <u>KNOWLEDGE OF ARTISTS</u>  Vocab: plan, design, adapt, sources, variation, realistic, unrealistic	<ul style="list-style-type: none"><li>• I can discuss the styles and techniques of artists, craft makers or designers &amp; use this to inform my own work.</li><li>• I can begin to understand historical/ cultural significance of a particular artist/ art form.</li><li>• I can begin to record my thoughts/experiences in a ideas journal/sketch book.</li><li>• I can compare ideas/methods in my own work to that of others'.</li></ul>

<p><u>PAINTING &amp; DRAWING</u></p> <p>Vocab in addition to prev years : pencil grade, refine, alter, symmetry, texture, colour scheme, colour spectrum, application, wash</p>	<ul style="list-style-type: none"> <li>• I can choose &amp; use a range of different grades of pencil and other implements to shade and to show different tones and textures.</li> <li>• I can use a range of brushes to create different effects in painting.</li> <li>• I can experiment with different effects and textures - eg blocking in, colour washing, thickening &amp; thinning paint etc</li> <li>• I can mix a variety of colours &amp; know which primary make secondary colours.</li> <li>• I can work confidently on a range of scales (eg thin brush on small paper).</li> <li>• I can use digital images and combine with other media in my art.</li> </ul>
<p><u>PRINTING</u></p> <p>Vocab in addition to previous years: repetition, inks, layering</p>	<ul style="list-style-type: none"> <li>• I can print using a variety of materials &amp; objects &amp; techniques.</li> <li>• I can talk about the processes used to produce a simple print.</li> <li>• I can explore pattern and shape, creating my own designs for printing.</li> </ul>
<p><u>FABRIC &amp; SCULPTURE</u></p> <p>Vocab: fastenings, embroidery, papier mache, overlapping</p>	<ul style="list-style-type: none"> <li>• I can use a variety of techniques with fabrics - eg weaving, tie-dying, fabric crayons, embroidery.</li> <li>• I can develop my skills of cutting, stitching and joining fabric.</li> <li>• I can join clay adequately and work reasonably independently.</li> <li>• I can make a simple papier mache object.</li> <li>• I can plan, design and make a 3D model.</li> <li>• I name the tools and materials I have used.</li> </ul>

Year 4	
Area of Art	Statutory skills/ Success criteria
<p><u>THROUGHOUT ALL AREAS:</u></p> <p><u>ANALYSING CREATIVE WORKS &amp; KNOWLEDGE OF ARTISTS</u></p>	<ul style="list-style-type: none"> <li>• I can discuss and analyse the styles and techniques of artists, craft makers or designers &amp; use this to inform my own work.</li> <li>• I can experiment with the styles used by other artists.</li> </ul>

<p>Vocab: pattereded, crowded, dull, colourful, opaque, translucent</p>	<ul style="list-style-type: none"> <li>• I can understand historical/ cultural significance of a particular artist/ art form.</li> <li>• I can record my thoughts/experiences in an ideas journal/sketch book and begin to annotate these.</li> <li>• I can use creative thinking to begin to adapt an initial idea eg experiment with a different colour palette.</li> <li>• I can compare my own ideas/methods with those of others'.</li> </ul>
<p><u>PAINTING &amp; DRAWING</u></p> <p>Vocab in addition to previous years: paper type, grade, tint, tone, hue, tertiary colours,</p>	<ul style="list-style-type: none"> <li>• I can choose from a range of drawing media, including paper types.</li> <li>• I can explore relationships between pattern &amp; shape, line &amp; texture, colour &amp; tone.</li> <li>• I can plan &amp; create different effects and textures with paint &amp; brushes, appropriate to the task.</li> <li>• I can use research to inspire drawings from memory and imagination.</li> <li>• I can mix and match colours with increasing accuracy.</li> <li>• I can show increasing independence &amp; creativity with the painting process.</li> <li>• I can integrate digital images into my art more confidently.</li> </ul>
<p><u>PRINTING</u></p> <p>Vocab in addition to previous years: over lay, resisit, relief</p>	<ul style="list-style-type: none"> <li>• I can research, refine and create a print using a variety of techniques.</li> <li>• I can select my own materials to print with to get the effect I want.</li> <li>• I can 'resist print' eg marbling.</li> </ul>
<p><u>FABRIC &amp; SCULPTURE</u></p> <p>Vocab: applique, carving, tactile</p>	<ul style="list-style-type: none"> <li>• I can use collage / textiles as a means of extending work already achieved.</li> <li>• I can combine skills of cutting, stitching and joining fabric more readily.</li> <li>• I can refine &amp; alter ideas using correct art vocabulary.</li> <li>• I can make informed choices about the 3D technique I have chosen to sculpt/ model/construct.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can plan, design, make and adapt models.</li> <li>• I can show an understanding of shape, space and form through my model making. .</li> <li>• I name a variety of tools and materials.</li> </ul>
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Year 5	
Area of Art	Statutory skills/ Success criteria
<p><u>THROUGHOUT ALL AREAS:</u></p> <p><u>ANALYSING CREATIVE WORKS &amp; KNOWLEDGE OF ARTISTS</u></p> <p>Vocab: contrasting, complementary, experiences, imagination, reflecting, distance, symbolic</p>	<ul style="list-style-type: none"> <li>• I can critically analyse the styles and techniques of artists, craft makers or designers &amp; use this to inform my own work.</li> <li>• I can understand how a chosen artist / art form has contributed to culture/ history of a specific nation.</li> <li>• I can record my thoughts/experiences in an ideas journal/sketch book and annotate these to develop my ideas, showing on-going evaluations.</li> <li>• I can investigate a range of starting points and choose which to develop further.</li> <li>• I can describe what I think/feel about my own &amp; others' work and say how this might influence my design.</li> <li>• I use appropriate language when comparing ideas/ explaining approaches to art work/ movements.</li> </ul>
<p><u>PAINTING &amp; DRAWING</u></p> <p>Vocab in addition to previous years: paper grade, warm colour, cold colour, complementary, contrasting, colour mix and match</p>	<ul style="list-style-type: none"> <li>• I use a variety of source material for my work.</li> <li>• I can explore potential properties of line, tone, pattern, texture, colour and shape.</li> <li>• I can create imaginative work from a variety of sources.</li> <li>• I can shade to create mood/feeling; I can express emotion in art.</li> <li>• I have a secure knowledge of primary, secondary, warm, cold, complementary and contrasting colours.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can work in a sustained and independent way from observation, experience and imagination.</li> <li>• I can use images which I have created/scanned/found, altering them where necessary to create art.</li> </ul>
<p><u>PRINTING</u></p> <p>Vocab in addition to previous years: marbling, silk screen</p>	<ul style="list-style-type: none"> <li>• I can explain some techniques, including block printing and resist printing.</li> <li>• I can choose a printing method, appropriate to the task.</li> <li>• I can build up colours, layers and textures in a print.</li> <li>• I can organise my work in terms of pattern, repetition, symmetry, random style.</li> <li>• I can create an accurate print design following criteria.</li> </ul>
<p><u>FABRIC &amp; SCULPTURE</u></p> <p>Vocab in addition to previous years: tapestry, mould, slip, scan</p>	<ul style="list-style-type: none"> <li>• I can join fabric in a variety of ways, including different types of stitching.</li> <li>• I can use a variety of threads and needles.</li> <li>• I can use a range of media to create collage.</li> <li>• I can plan a sculpture through drawing or other preparatory work.</li> <li>• I can use recycled, natural and man-made materials to create sculpture.</li> <li>• I can show an understanding of shape, space and form through my model making.</li> <li>• I can describe the different qualities involved in modelling, sculpture and construction.</li> </ul>

Year 6	
Area of Art	Statutory skills/ Success criteria
<p><u>THROUGHOUT ALL AREAS:</u></p> <p><u>ANALYSING CREATIVE WORKS &amp; KNOWLEDGE OF ARTISTS</u></p>	<ul style="list-style-type: none"> <li>• I can critically analyse the styles and techniques of a range of artists, craft makers or designers &amp; use this to inform my own work.</li> <li>• I can explain how a chosen artist / art form has contributed to culture/ history of a specific nation.</li> </ul>

<p>Vocab: dry media, wet media, digital media, research, sources, representation, engaging, atmosphere, flowing, delicate, vibrant, consistent, inconsistent</p>	<ul style="list-style-type: none"> <li>• I can record my thoughts/experiences in an ideas journal/sketch book and review, revisit and evaluate my ideas as my work develops.</li> <li>• My annotations reflect my critical evaluations and development of ideas.</li> <li>• I can independently investigate a range of starting points for my work and confidently develop my ideas.</li> <li>• I can reflect on the ways in which my work has developed from a range of starting points, using the correct and specific terminology and vocabulary.</li> </ul>
<p><u>PAINTING &amp; DRAWING</u></p> <p>Vocab in addition to previous years: mixed media, harmony, composition, mood, abstract</p>	<ul style="list-style-type: none"> <li>• I can demonstrate a wide variety of ways to make marks with dry and wet media.</li> <li>• I can develop my ideas using 'mixed media'.</li> <li>• I can manipulate with elements of line, tone, pattern, texture, form, space, colour and shape.</li> <li>• I can carry out preliminary studies - testing out media, materials and colours.</li> <li>• I can work from a variety of sources, including those researched independently.</li> <li>• I can show an awareness of 'composition' - how paintings have been created.</li> <li>• I can use a range of e-resources to create art.</li> </ul>
<p><u>PRINTING</u></p>	<ul style="list-style-type: none"> <li>• I can describe varied printing techniques.</li> <li>• I am familiar with layering prints.</li> <li>• I am confident printing on paper and fabric.</li> <li>• I can alter and modify my work.</li> <li>• I can work relatively independently..</li> </ul>
<p><u>FABRIC &amp; SCULPTURE</u></p> <p>Vocab in addition to previous years:</p>	<ul style="list-style-type: none"> <li>• I have an awareness of the potential uses of different materials.</li> <li>• I can use different techniques, colours and textures etc when designing with fabrics and making pieces.</li> <li>• I can be expressive and analytical to adapt, extend and justify my work.</li> </ul>

slab, coil, plaster

- I can develop my skills in clay, using slabs, coiling and slip for example.
- I can make a mould and use plaster safely.
- I can create sculpture / construction confidently and independently.