

Joy

Compassion

Respect

Perseverance



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## Progression of Skills in Art and Design

Art and Design			
Devas	Bannerman	Porteous	Borton
Focus artists looked at throughout the year:	<b>Cycle A</b> Drawing Focus artist: Lowry	<b>Cycle A</b> Drawing Focus artist: Georgia O'Keefe	<b>Cycle A</b> Drawing Focus artist: M.C. Escher
Picasso – Self Portraits	Painting Focus artist: Wassily Kandinsky	Painting Focus artist: Georges Seurat	Painting Focus artist: John Constable
Piet Mondrian – Painting	Printmaking Focus artist: William Morris	Printmaking Focus artist: Harriet Popham	Printmaking Focus artist: Andy Warhol
Andy Goldsworthy – Nature Art	<b>Cycle B</b> Drawing Focus artist: Henri Rousseau	<b>Cycle B</b> Drawing Focus artist: Paul Cezanne	<b>Cycle B</b> Drawing Focus artist: Frida Kahlo
Ted Harrison – Watercolour	Sculpture Focus artist: Andy Goldsworthy	Sculpture Focus artist: Antony Gormley	Sculpture Focus artist: Barbara Hepworth
Van Gogh – Sunflowers	Collage Focus artist: Paul Klee	Collage Focus artist: Henri Matisse	Collage Focus artist: David Hockney

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## Progression of Skills in Art and Design

Artist Study			
Devas	Bannerman	Porteous	Borton
<p><b>40-60+ months</b> I know the name of some artists.</p> <p>I can talk about art and say what I like and what I do not like.</p> <p>I can talk about shapes, colours and materials used in artwork.</p> <p>I can begin to create a piece of art in the style of an artist.</p> <p><b>ELG</b> <b>Communication and Language; Speaking:</b> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Expressive Arts and Design; Creating with Materials:</b> - Share their creations, explaining the process they have used</p>	<p>I can describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>I can talk about art I have seen using some appropriate subject vocabulary.</p> <p>I can make links between pieces of art.</p> <p>I can describe a work of art.</p> <p>I can comment on the media, colours and media being used.</p> <p>I can identify different lines and shape. Identify shades of the same colour used.</p>	<p>I can use subject vocabulary confidently to describe and compare creative works.</p> <p>I can use my own experiences of techniques and making processes to explain how art works may have been made.</p> <p>I can identify similarities and differences between artwork by the same artist.</p> <p>I can identify the media used.</p> <p>I can describe colour, pattern, line and shading.</p> <p>I can compare different artists.</p> <p>I can compare art from different periods.</p> <p>I can begin to identify styles of art.</p> <p>I can describe some of the work, key ideas, techniques and working practices of a variety of artists.</p>	<p>I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>I can identify similarities and differences between artwork by different artists.</p> <p>I can identify the media used.</p> <p>I can describe colour, pattern, line and shading.</p> <p>I can identify the similarities in artwork from the same movement.</p>
share, describe, create	Describe, differences, similarities,	Convey, compare, inform,	Interpret, evaluate, influence,



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## Progression of Skills in Art and Design

Exploring and Developing Ideas			
Devas	Bannerman	Porteous	Borton
<p><b>40-60+ months</b></p> <p>I am beginning to plan my final pieces.</p> <p>I am beginning to understand different media can be combined to create new effects.</p> <p>I can manipulate materials to achieve a planned effect.</p> <p>I can construct with a purpose in mind, using a variety of resources.</p> <p>I can select appropriate resources and adapt work where necessary.</p> <p><b>ELG</b></p> <p><b>Expressive Arts and Design; Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul> <p><b>Communication and Language; Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary</li> </ul>	<p><b>Key Stage 1</b></p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can ask and answer questions about the starting points for my work and the processes I have used.</p> <p>I can develop my ideas.</p> <p>I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>I can discuss how other artists, craftspeople and designers have used colour, shape, pattern and form.</p> <p>I can use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.</p>	<p><b>Lower Key Stage 2</b></p> <p>I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>I can question and make thoughtful observations about starting points and select ideas to use in my work.</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>I can discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form.</p> <p>I can use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.</p>	<p><b>Upper Key Stage 2</b></p> <p>I can select and record from first hand observation, experience and imagination, and explore and develop my ideas appropriately for different purposes.</p> <p>I can question and make thoughtful observations about starting points and use these to make informed choices in their work.</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>I can discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form, and what they think they were trying to express.</p> <p>I can use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.</p>

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## Progression of Skills in Art and Design

from stories, non-fiction, rhymes and poems when appropriate.			
<b>Experiment, create, represent, manipulate, select</b>	<b>Sketch, imagination, observation, develop</b>	<b>Explore, experiment, observations, experience, record</b>	<b>Interpret, form, annotate, compose</b>
Evaluating and Developing Work			
Devas	Bannerman	Porteous	Borton
<b>40-60+ months</b> I can say what I did.  I can say what I like and why.  I am beginning to say what I would do next time.  I can select appropriate resources and adapt work where necessary.  I can talk about shapes, colours and materials used in the artwork.  <b>ELG</b> <b>Expressive Arts and Design; Creating with Materials:</b> - Share their creations, explaining the process they have used.  <b>Communication and Language; Listening, Attention and Understanding:</b> - Make comments about what they have heard and ask questions to clarify their understanding;  <b>Communication and Language; Speaking</b> - Offer explanations for why things might happen, making use of recently introduced vocabulary	<b>Key Stage 1</b> I can review what I and others have done and say what I think and feel about it. e.g. annotate sketchbook.  I can identify what I might change in my current work or develop in my future work.  I can annotate work in a sketchbook.  I can describe a work of art.  I can comment on the media, colours and media being used.  I can identify different lines and shape.  I can identify shades of the same colour used.	<b>Lower Key Stage 2</b> I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.  I can adapt my work according to my views and describe how I might develop it further.  I can refine and alter ideas and explain choices using art vocabulary.  I can annotate work in sketchbook.  I can identify similarities and differences between artwork by the same artist.  I can identify the media used.  I can describe colour, pattern, line and shading.  I can compare different artists.  I am beginning to identify styles of art.  I can describe some of the work, key ideas, techniques and working practices of a variety of artists.	<b>Upper Key Stage 2</b> I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them and why, using visual art vocabulary.  I can adapt my work according to my views and describe how I might improve and develop it further.  I can be expressive and analytical to adapt, extend and justify my work and the materials I have used.  I can annotate work in sketchbooks.  I can identify similarities and differences between artwork by different artists.  I can identify the media used.  I can describe colour, pattern, line and shading.  I can identify the similarities in artwork from the same movement.  I can describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked.

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<p>from stories, non-fiction, rhymes and poems when appropriate;</p> <p><b>Personal, Social and Emotional; Self- Regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>			
<b>Evaluate, compare, talk, discuss, explain</b>	<b>Review, comment, identify</b>	<b>Compare, annotate, refine, adapt, alter</b>	<b>Interpret, influence, adapting, analyse, express</b>

## Drawing

Devas	Bannerman		Porteous		Borton	
<p><b>40-60+ months</b></p> <p>I can see a wide range of media to create different kinds of marks.</p> <p>I can draw with increasing complexity and detail.</p> <p>I am beginning to show abstract concepts such as emotions in my drawings.</p> <p>I can explore how different pressure can lead to different kind of marks.</p> <p>I can explore drawing from different angles.</p> <p><b>ELG</b></p> <p><b>Expressive Arts and Design; Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used.</li> </ul>	<p><b>Year 1</b></p> <p>I can explore a range of drawing tools to make marks.</p> <p>I am beginning to control the types of marks made with a range of media.</p> <p>I can draw on different surfaces.</p> <p>I can explore different textures.</p> <p>I can draw from imagination.</p> <p>I can explore drawing from observation.</p>	<p><b>Year 2</b></p> <p>I can experiment with tools and surfaces.</p> <p>I can draw experiences and feelings.</p> <p>I can sketch to make records.</p> <p>I can investigate tone by drawing light or dark lines using pencil.</p> <p>I can investigate textures and produce a range of patterns.</p> <p>I can draw from observation with increasing accuracy.</p>	<p><b>Year 3</b></p> <p>I can experiment with various pencils</p> <p>I can use a sketchbook to document and develop ideas.</p> <p>I can draw from imagination.</p> <p>I can draw from observation with increasing accuracy.</p> <p>I can experiment with mark making using alternative tools and media.</p> <p>I can create initial sketches for painting and other works.</p>	<p><b>Year 4</b></p> <p>I can consider scale and proportion.</p> <p>I can create increasingly accurate observational drawings.</p> <p>I can use different implements and media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>I can plan, refine and alter my drawings as necessary.</p> <p>I am beginning to create a sense of distance and proportion in a drawing.</p>	<p><b>Year 5</b></p> <p>I can work in a sustained and independent way to create an accurate, detailed drawing.</p> <p>I can develop key elements of my work (line, tone, pattern, texture).</p> <p>I can draw from different viewpoints considering horizon lines.</p> <p>I am beginning to consider perspective.</p> <p>I can use different techniques for purpose e.g. different styles of shading.</p>	<p><b>Year 6</b></p> <p>I can select appropriate media and techniques to achieve a specific outcome.</p> <p>I can develop my own style.</p> <p>I can draw for a sustained period of time over a number of sessions.</p> <p>I can use tone in drawings to achieve depth.</p> <p>I can develop drawing with perspective and focal points</p> <p>I can adapt drawings according to evaluations</p>



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## Progression of Skills in Art and Design

<b>Physical development; Fine Motor Skills:</b> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <b>Understanding the world; The Natural world:</b> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	I can investigate textures by describing, naming, rubbing and copying.  I can produce a range of patterns and textures.	I can draw for a sustained period of time, from life.  I can use different shading techniques to create different tones.  I can experiment with the visual elements; line, shape, pattern and colour.	I can discuss shadows, light and dark.  I am beginning to use tone.  I can use different shading techniques to create different tones.	I can use different shading techniques to begin to give depth to a drawing.  I can use different mark making techniques to create texture in a drawing.  I can use sketches to develop a final piece.	I can work from a variety of sources including observation and photographs to develop my own work.	and discuss further developments.  I can draw accurately from life, e.g. the figure, real objects real spaces. I can create a sense of distance and proportion in a drawing.
<b>Colour in, draw, observe, control,</b>	<b>Make marks, control, draw, investigate, rubbing, textures, patterns</b>	<b>Experiment, tools, surfaces, sketch, observations, shading techniques, shape</b>	<b>Smudging, scale-up, pressure, observe, grip</b>	<b>Shadow, gradient, observational drawing, collaborate, combine, precision</b>	<b>Evaluate, collagraph, decision-making, revisit, develop,</b>	<b>Purpose, style, perspective, proportion,</b>

## Painting

Devas	Bannerman	Porteous	Borton
<b>40-60+ months</b> I am beginning to explore and experiment with the primary colours.  I am beginning to mix primary colours to create secondary colours  I can describe collections of colours.  I am beginning to discuss and use warm and cold colours.  I can describe favourite colours and why colours may be used for different purposes.  I am beginning to explore a range of paint, brush sizes and tools.	<b>Key Stage 1</b> I can mix primary colours to create secondary colours.  I can describe a range of colours.  I can discuss and use warm and cold colours.  I can describe why colours may be used for different purposes.  I can explore a range of paint, brush sizes and tools.  I can talk about why I have selected colours for my artwork.	<b>Lower Key Stage 2</b> I can lighten a colour by adding white.  I am beginning to alter paint colour using white, grey and black.  I can darken and lighten colours without using black or white (e.g. dilute with water).  I have increasing control of the types of marks I make to create certain effects using paint.  I can observe colour and suggest why it has been used.  I can select colour to reflect mood.	<b>Upper Key Stage 2</b> I can mix colours with confidence.  I can select colour for purpose, explaining my choices.  I can discuss how colour can be used to express ideas, feelings and mood.  I can confidently control the types of marks made and experiment with different effects and textures.  I can select colour to express feelings.  I can work in a sustained and independent way, developing my own style.

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## Progression of Skills in Art and Design

<b>ELG</b> <b>Expressive Arts and Design; Creating with Materials</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.  <b>Physical development; Fine Motor Skills:</b> - Use a range of small tools, including scissors, paint brushes and cutlery.	I am beginning to use a range of paint.  I am beginning to mix a range of secondary colours, shades and tones.  I can mix and match colours to artefacts and objects.	I can explore different brush strokes and consider why or when they might be used.  I am beginning to discuss how I am influenced by the work of other artists.  I can use a developed colour vocabulary, e.g. tint, tone, shade, hue.  I can experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc.  I can choose paints and implements appropriately.	I can purposefully control the types of marks, brushstrokes used to create desired effect.  I can use colours and brushstrokes to create atmosphere and light effects.  I can work on preliminary studies to test media and materials.  I can choose appropriate paint, paper and implements to adapt and extend their work.  I can show an awareness of how composition is created in a painting.
<b>Mix, combine, explore, discuss</b>	<b>Primary colours, secondary colours, warm, cold, selected, shades, tones, explore,</b>	<b>Mute, contrast, technique, dabbling, stippling, tint, shade, smudge, scale up</b>	<b>Translate, analyse, interpret, respond, convey, compose, continuous line drawing, atmosphere, justify</b>

## Printmaking

Devas	Bannerman	Porteous	Borton
<b>40-60+ months</b> I can make rubbings of objects.  I can print with objects.  I can print with a range of materials.  I can experiment with printing tools.  <b>ELG</b> <b>Expressive Arts and Design; Creating with Materials:</b>	<b>Key Stage 1</b> I can make rubbings from textured surfaces: e.g leaf, coin, tree bark  I can print pictures with a range of materials.  I am beginning to explore impressed printing.  I am beginning to identify different forms of printing e.g books, newspapers, fabric, wallpaper  I am beginning to explore repeated printing using a range of simple methods.	<b>Lower Key Stage 2</b> I can design and create a repeated relief print considering background paper.  I can use sketchbooks to explore and develop prints making changes where needed.  I can make a mono print.  I am beginning to understand how to print with multiple colours.  I can make a positive print.	<b>Upper Key Stage 2</b> I can overlay colours when printing.  I am beginning to overlay prints with other media.  I can experiment, plan and collect source material for future work.  I am beginning to combine different printing techniques within the same piece of artwork.  I have an awareness of printing onto fabric and can consider the difference to printing onto paper.

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<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical development; Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul>	<p>I am beginning to explore mono printing.</p> <p>I can identify a wider range of printed forms in everyday life and consider how the processes have changed over time.</p> <p>I can make marks in print with a variety of objects, including natural and made objects.</p> <p>I can create a repeat pattern and recognise pattern in the environment.</p> <p>I can design patterns of increasing complexity and repetition.</p>	<p>I can make a negative print.</p> <p>I can print using a variety of materials, objects and techniques including layering.</p> <p>I can talk about the processes used to produce a simple print.</p> <p>I can transfer a drawing into a print.</p>	<p>I can create an accurate print design.</p> <p>I can build up layers and colours/textures within prints.</p> <p>I can make a positive and negative print.</p>
<b>Press, rub, print, experiment</b>	<b>Rubbings, mono printing, natural and made objects, design, repetition</b>	<b>Repetition, technique, layering, transfer, develop</b>	<b>Overlay, source material, combine, layering, represent, abstract</b>

## Sculpture

Devas	Bannerman	Porteous	Borton
<p><b>40-60+ months</b></p> <p>I can explore handling, feeling and manipulating a range of materials.</p> <p>I am beginning to construct using a range of media.</p> <p>I am beginning to cut shapes using scissors.</p> <p>I am beginning to build a construction using a variety of objects.</p>	<p><b>Key Stage 1</b></p> <p>I can explore and manipulate a range of materials.</p> <p>I can construct using a range of media.</p> <p>I can cut shapes using scissors and use other modelling tools in a safe way.</p> <p>I can build a construction using a variety of objects.</p>	<p><b>Lower Key Stage 2</b></p> <p>I can plan, shape, mould and make constructions from different materials.</p> <p>I can show an awareness of how texture, form and shape can be transferred from 2D to 3D.</p> <p>I can demonstrate awareness in environmental sculpture.</p>	<p><b>Upper Key Stage 2</b></p> <p>I can use different ways of finishing work (e.g. glaze, paint, varnish).</p> <p>I can understand different ways of finishing work (e.g. glaze, paint, varnish).</p> <p>I can choose from a range of media, selected (due to their properties) for different purposes.</p>



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<p>I can use a range of malleable media, such as clay and sourdough.</p> <p>I can create impressions and mould shapes.</p> <p><b>ELG</b></p> <p><b>Expressive Arts and Design; Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical development; Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>Personal, Social and Emotional; Self- Regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<p>I can create models from imagination and direct observation.</p> <p>I can join materials together and apply decorative techniques.</p> <p>I can discuss the work of other sculptors and relate these to my own ideas and designs.</p> <p>I can scrunch, roll, shape and bond materials to make a 3-dimensional form.</p> <p>I can take a 2-dimensional drawing into a 3-dimensional form.</p>	<p>I can discuss the work of other sculptors and architects and how these have influenced my own work or designs.</p> <p>I can join and secure pieces of clay together.</p> <p>I can produce more intricate surface patterns.</p> <p>I can adapt my work when necessary and explain why.</p> <p>I can consider shape, space and form in sculpture.</p>	<p>I can recognise problems and adapt my work when necessary.</p> <p>I can recognise sculptural forms in the environment and use these as inspiration for my own work.</p> <p>I can make pieces in relief and freestanding work, using a range of media.</p> <p>I can describe the different qualities involved in modelling, sculpture and construction.</p> <p>I can use sculptural materials appropriate to design.</p> <p>I can plan a sculpture through drawing and other preparatory work.</p> <p>I can experiment with and combine materials and processes to design and make 3-dimensional form/sculpture.</p>
<b>Roll, cut, join, squeeze, press, stick, explore, select, pinch</b>	<b>Manipulate, construct, build, create, scrunch, roll, sculpt.</b>	<b>Visualise, model, hollow, quarry, join, secure, weld, weave</b>	<b>Influence, concept, interact, analyse, evaluate, display,</b>

## Collage

Devas	Bannerman	Porteous	Borton
<b>40-60+ months</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<p>I am beginning to use scissors and tearing to create a range of shapes.</p> <p>I am beginning to explore different methods of fixing one material to another.</p>	<p>I can use scissors and tearing to create a range of shapes.</p> <p>I can use scissors in an increasingly controlled way to cut with accuracy.</p>	<p>I can use collage as a means of collecting ideas and information to build a visual brainstorm.</p> <p>I can collect, select and use a range of media to form a collaged image.</p>	<p>I can create a photomontage using given photographs from a range of sources.</p> <p>I can add collage to a painted, printed or drawn background to enhance work.</p>



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<p>I can create an image from a variety of cut or torn media.</p> <p>I can arrange and glue materials to different backgrounds.</p> <p><b>ELG</b> <b>Expressive Arts and Design; Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical development; Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>Personal, Social and Emotional Development; Self- Regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul>	<p>I can use different methods of fixing one material to another.</p> <p>I can create an image from a variety of cut or torn media.</p> <p>I can use a range of cutting, tearing and fixing techniques to create a specific picture.</p> <p>I can fold, crumple, tear and overlap papers to create an image.</p> <p>I can use a variety of media to create an image (e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc).</p>	<p>I can experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images.</p> <p>I can create surfaces, textures and patterns to use in a collaged image.</p> <p>I can experiment with composition before sticking down my collage.</p>	<p>I can use collage as a means of extending work from initial ideas.</p> <p>I can independently select a range of media to produce a collaged image.</p> <p>I can experiment with the composition of a collage.</p> <p>I can use collage as a tool to develop a mixed media piece.</p> <p>I can combine pattern, tone, texture and shape in collage.</p>
<b>Tear, cut, rip, arrange, stick</b>	<b>Crumple, fixing, tearing, fold, overlap, image</b>	<b>Convey, process, layout, zine, fold, inform, compose/composition</b>	<b>Commemorate, symbolise, individuality, annotate, interpret, composition</b>