

Joy

Compassion

Respect

Perseverance



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Progression of Knowledge in Art and Design

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

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Progression of Knowledge in Art and Design

Artist Study

Devas	Bannerman	Porteous	Borton
<p>I know the name of the artist being studied.</p> <p>I know the subject of the artwork.</p> <p>ELG Communication and Language; Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; <p>Communication and Language; Speaking:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences.. 	<p>I know the name of the artist being studied.</p> <p>I know the time period in which they lived.</p> <p>I know the reasons their art is being studied.</p> <p>I know the subjects of their work.</p> <p>I know the genre of their work.</p> <p>I know artists have different styles.</p>	<p>I know the name of the artist being studied.</p> <p>I know the time period in which they live/lived.</p> <p>I know the reasons their art is being studied.</p> <p>I know their styles, their techniques and the subjects of their work.</p> <p>I know artists work in different ways.</p>	<p>I know the name of the artist being studied.</p> <p>I know the time period in which they lived and how it has influenced their work.</p> <p>I know the reasons their art is being studied.</p> <p>I know their styles, their techniques and the subjects of their work.</p> <p>I know important elements of their biographies which influenced their works.</p>
Artist, painter, sculptor, same, different	Artist, studied, work, styles, curator, gallery	audience, composition, sculpture	Individuality, architecture, abstract, interpret, observational, symbolism, commemorate, legacy

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Progression of Knowledge in Art and Design

Exploring and Developing Ideas			
Devas	Bannerman	Porteous	Borton
<p>40-60+ months</p> <p>I know different media can be combined to create new effects.</p> <p>I know materials can be manipulated to achieve a planned effect.</p> <p>ELG</p> <p>Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - 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. <p>Communication and Language; Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of 	<p>Key Stage 1</p> <p>I know how to record and explore ideas from first hand observation, experience and imagination.</p> <p>I know the starting points for my work and the processes I have used.</p> <p>I know how to develop my ideas.</p> <p>I know the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>I am beginning to know how other artists, craftspeople and designers have used colour, shape, pattern and form.</p> <p>I am beginning to know how to use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.</p>	<p>Lower Key Stage 2</p> <p>I know how to select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>I know how to question and make thoughtful observations about starting points and select ideas to use in my work.</p> <p>I am beginning to know the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>I know why other artists, craftspeople and designers have used colour, shape, pattern and form.</p> <p>I know how to use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.</p>	<p>Upper Key Stage 2</p> <p>I know how to select and record from first hand observation, experience and imagination, and explore and develop my ideas appropriately for different purposes.</p> <p>I know how to question and make thoughtful observations about starting points and use these to make informed choices in my work.</p> <p>I know the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>I know 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 know how use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.</p>

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Progression of Knowledge in Art and Design

conjunctions, with modelling and support from their teacher.			
Materials, tools, safe, equipment	First hand, shape, colour, form, pattern	Technique, process, scroll, scale, imagery, material, layout, audience	Observational drawing, external, style, composition,
Evaluating and Developing Work			
Devas	Bannerman	Porteous	Borton
<p>40-60+ months I know how to talk about what I like and do not like about my work.</p> <p>I know how to talk about what I would do differently.</p> <p>ELG Expressive Arts and Design; Creating with Materials: - Share their creations, explaining the process they have used.</p> <p>Communication and Language; Speaking: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Personal, Social and Emotional Development; Self-Regulation: - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>	<p>Key Stage 1 I know how to review what I and others have done and say what I think and feel about it.</p> <p>I know how to identify what I might change in my current work or develop in my future work.</p> <p>I am beginning to know how to annotate work in a sketchbook.</p>	<p>Lower Key Stage 2 I know how to compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I know how to adapt my work according to my views and describe how I might develop it further.</p> <p>I know how to refine and alter ideas and explain choices using art vocabulary.</p> <p>I know how to annotate work in sketchbook.</p>	<p>Upper Key Stage 2 I know how to 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.</p> <p>I know how to adapt my work according to my views and describe how I might improve and develop it further.</p> <p>I know how to be expressive and analytical to adapt, extend and justify my work and the materials I have used.</p> <p>I know how to and the purpose of annotating work in sketchbooks.</p>

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Progression of Knowledge in Art and Design

Change, improve,	Review, identify, change, improve, inspired, design, composition, abstract	Convey, composition, scale, imagery, process, layout, audience, inform	Legacy, architect, perspective, observational, annotate, individuality, symbolism, literal, commemorate
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Drawing

Devas	Bannerman		Porteous		Borton	
40-60+ months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - I know marks are created by pushing down. - I know how using different pressure can lead to different marks. - I know tracing over lines makes them darker. - I know larger tools create thicker lines. - I know that a pattern is a design in which shapes, colours or lines are repeated. - I know that surface rubbings can be used to add or make patterns. 	<p>I know different drawing tools make different marks.</p> <p>I know tone can be created by drawing light or dark lines using a pencil, or other drawing media.</p> <p>I know drawing from observation is drawing something I can see.</p> <p>I know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and texture.</p> <p>I know that colour can be used to show how it feels to be in a particular place.</p> <p>I know that shading helps make drawn objects look more three dimensional.</p>	<p>I know that patterns can be used to add detail to an artwork.</p> <p>I know that texture means 'what something feels like'.</p> <p>I know that 'tone' in art means 'light and dark'.</p> <p>I know that drawing tools can be used in a variety of ways to create different lines.</p> <p>I know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>I know that 'composition' means how things are arranged on the page.</p>	<p>I know that pencils have different gradients, which help to create light and dark.</p> <p>I know different mark making can create texture in a drawing.</p> <p>I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>I am beginning to understand scale and proportion.</p> <p>I know that different tools create different marks.</p>	<p>I am beginning to use different shading techniques to create different tones.</p> <p>I know pattern can be used to create texture.</p> <p>I know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>I know that changing pressure makes a mark lighter or darker.</p> <p>I know that negative shapes show the space around and between objects.</p> <p>I know how to use basic shapes to form more complex shapes and patterns.</p>	<p>I know how to show perspective.</p> <p>I know how to create a sense of distance and proportion in a drawing.</p> <p>I know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>I know that a silhouette is a shape filled with a solid flat colour that represents an object.</p> <p>I know how line is used beyond drawing and can be applied to other art forms</p> <p>I know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>	<p>I know that artists create pattern to add expressive detail to art works.</p> <p>I know that tone can help show the foreground and background in an artwork.</p> <p>I know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>I know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>I know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p>
<p>ELG</p> <p>Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - 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. <p>Understanding the World; The Natural World:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Physical Development; Fine Motor Skills:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 						

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Progression of Knowledge in Art and Design

			I know that tone can be used to create contrast in an artwork.			
Pencil, line, straight, circle (shape names), rubber, portrait, chalk, pastels, line, thin, wavy, straight, zig zag	Line, vertical, horizontal, diagonal, texture, firmly, lightly, mark making, hatching, cross hatching, blending, sketch, illustrations, expression		Contrast, shading, shadow, tone, gradient, symmetry, proportion, parallel, hatching, cross-hatching, figurative, geometric, stippling		Collagraphy, futuristic, tone, gradient, contrast, composition, foreground, chiaroscuro	

Painting

Devas	Bannerman	Porteous	Borton
40-60+ months I know the primary colours. I know the secondary colours. I am beginning to know what primary colours mix to make the secondary colours. I know larger brushes create thicker lines. ELG Expressive Arts and Design; Creating with Materials: <ul style="list-style-type: none"> - 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. Understanding the World; The Natural World: <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. Physical Development; Fine Motor Skills: <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery. 	Key Stage 1 I know the primary and secondary colours. I know that primary colours can be mixed to make secondary colours. I know warm and cold colours. I know different brushes and tools create different marks. I know there are different types of paint. I know what shade is. I know what tone is. I know that patterns can be used to add detail to an artwork. I know that texture means 'what something feels like'. I know that different marks can be used to represent the textures of objects. I know that painting tools can create varied textures in paint.	Lower Key Stage 2 I know that adding black to a colour creates a shade. I know that adding white to a colour creates a tint. I know colours can be lightened and darkened without using black (e.g. dilute with water). I know colour can reflect mood. I know different brush strokes can be used for different effects. I know how to mix hues of a colour. I know what a wash is. I know what blocking in colours is. I know paint can have different thicknesses. I know that adding water can thin paint. I know paint brushes come in different thicknesses and can be used in different ways for different effects. I know that using light and dark colours next to each other creates contrast.	Upper Key Stage 2 I know how to mix and match a variety of colours. I know colour can be used to express ideas, feelings and mood. I know different types of marks and brushstrokes can create effects and textures. I know colours and brushstrokes can create atmosphere and light effects. I know primary and secondary, warm and cold, complementary and contrasting colours. I know how to create shades and tints using black and white. I know there is a range of painting surfaces for different effects. I know how composition is created in a painting. I know what scale and proportion, foreground, middle ground and background are. I know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.

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Progression of Knowledge in Art and Design

	<p>I know that 'composition' means how things are arranged on the page.</p> <p>I know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>I know that colour can be used to show how it feels to be in a particular place.</p>	<p>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>I know that negative shapes show the space around and between objects.</p> <p>I know how to use basic shapes to form more complex shapes and patterns.</p>	<p>I know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>I know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting or in repeated shapes within a composition.</p> <p>I know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Brush, paint, mix, palette, dip, colour names, sponge, stamp, shade	Shade, mix, primary colour, secondary colour, blend, pattern, texture, impressionism	Brushstrokes, blocking, negative shapes, lightened, darkened, wash, landscape, tint, contrasting, vivid, abstract, stippling paint, pointillism	Impasto, self-portrait, texture, art medium, tableau, repeated shapes, scale, proportion,

Printmaking

Devas	Bannerman	Porteous	Borton
<p>40-60+ months</p> <p>I know how to make marks in print with objects.</p> <p>I know printing can create a repeated pattern.</p> <p>I know when printing, colour fades.</p> <p>I know what a repeating pattern is.</p> <p>I know how to make a simple AB and ABC pattern.</p> <p>ELG Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - 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. <p>Physical Development; Fine Motor Skills</p>	<p>Key Stage 1</p> <p>I know how to make marks in print with a variety of objects, including natural and made objects.</p> <p>I know a variety of printing techniques e.g. carbon printing, monoprint, block, relief, resist printing, and rubbings.</p> <p>I know what a repeating pattern is.</p> <p>I know how to create an impression in a surface and print with it.</p> <p>I know a print gives a reverse image.</p> <p>I know repetition is created by using the same print multiple times.</p> <p>I know printing can be in different forms e.g. books, newspapers, fabric, wallpaper</p>	<p>Lower Key Stage 2</p> <p>I know to print can use a variety of materials, objects and techniques including layering.</p> <p>I know a process to produce a simple print.</p> <p>I know a drawing can be transferred into a print.</p> <p>I know prints can have more than one colour.</p> <p>I know printing tools can be created in a variety of ways.</p> <p>I know the difference between repeat printing and mono printing.</p> <p>I know what a positive print is.</p> <p>I know what a negative print is.</p> <p>I know pattern can be used to create texture.</p>	<p>Upper Key Stage 2</p> <p>I know about techniques for printing, e.g. the use of poly-blocks, relief, mono and resist printing.</p> <p>I know prints can have layers.</p> <p>I know over printing can create different layers and textures.</p> <p>I know how to make a positive and negative print.</p> <p>I know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>I know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>I know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using</p>

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<ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery. 	<p>I know that patterns can be used to add detail to an artwork.</p> <p>I know that patterns can be made using shapes.</p> <p>I know that 'composition' means how things are arranged on the page.</p> <p>I know that shapes can be organic (natural) and irregular.</p> <p>I know that shapes can be geometric if they have mostly straight lines and angles.</p>	<p>I know how to use basic shapes to form more complex shapes and patterns.</p> <p>I know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<p>diagonal lines to draw your eye into the centre of a drawing.</p>
Repeating pattern, shape names,	Print, repeating pattern, repetition, detail, geometric shapes, composition, reverse, surface	Positive print, negative print, natural, man-made, patterned, pigment, smudging,	Poly-blocks, motif, carbon paper, monoprint, multi-media

Sculpture

Devas	Bannerman	Porteous	Borton
<p>40-60+ months</p> <p>I know art has different forms and materials.</p> <p>I know materials can change shape.</p> <p>I know how to join some materials.</p> <p>ELG</p> <p>Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - 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. <p>Physical Development; Fine Motor Skills:</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery. 	<p>Key Stage 1</p> <p>I know how join materials together and apply decorative techniques.</p> <p>I know some materials are malleable.</p> <p>I know how to scrunch, roll, shape and bond materials to make a 3-dimensional form.</p> <p>I know that natural and human made materials can be used to create sculpture.</p> <p>I know that three-dimensional art is called sculpture.</p> <p>I know that texture means 'what something feels like'.</p> <p>I know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p>	<p>Lower Key Stage 2</p> <p>I know sculpture can be made from a wide range of media.</p> <p>I know texture, form and shape can be transferred from 2D to 3D.</p> <p>I know what environmental sculpture is.</p> <p>I know how to join and secure pieces of clay together.</p> <p>I know that sculpture includes shape, space and form.</p> <p>I know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p>	<p>Upper Key Stage 2</p> <p>I know different ways of finishing work (e.g. glaze, paint, varnish).</p> <p>I know that a range of media can be selected (due to their properties) for different purposes.</p> <p>I know art can take many forms including architecture.</p> <p>I know the properties of a variety of different materials that could be used for sculpture.</p> <p>I know the key terms slab, coil and slip.</p> <p>I know different materials are moulded in different way.</p> <p>I know that a range of media can be selected (due to their properties) for different purpose).</p>

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	<p>I know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>I know that paper can be shaped by cutting and folding it.</p>	<p>I know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>I know that different materials can be moulded, carved and built to create sculptures.</p> <p>I know that the size and scale of three-dimensional art work changes the effect of the piece.</p>
Clay, dough, rolling pin, tape, glue,	Sculpture, three dimensional (3D), malleable, smooth, flatten, shape, pinch, join, natural and human made materials, texture, folding	Visualisation, ceramics, organic shape, model, hollow, quarry, pliers, mesh, typography, welding, weaving, environmental sculpture, geometric,	Installation art, mixed media, scaled-down, special effects, glaze, varnish
Collage			
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Progression of Knowledge in Art and Design

40-60+ months	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>I know some materials can be torn and some cannot.</p> <p>I know I can arrange a collage before I stick it down.</p> <p>I know that a variety of materials can be used in a collage.</p> <p>I know that texture means 'what something feels like'.</p> <p>ELG</p> <p>Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - 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. <p>Understanding the World; The Natural World:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Physical Development; Fine Motor Skills:</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; 	<p>I know how to use a range of cutting, tearing and fixing techniques to create a specific collage.</p> <p>I know how to fold, crumple, tear and overlap papers to create an image.</p> <p>I know a variety of media can be used to create a collage (e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.).</p> <p>I know that collage materials can be chosen to represent real-life textures.</p> <p>I know that collage materials can be overlapped and overlaid to add texture.</p> <p>I know that collage materials can be shaped to represent shapes in an image.</p> <p>I know collage is using different materials to build up and create a picture.</p> <p>I know that paper can be shaped by cutting and folding it.</p> <p>I know that 'composition' means how things are arranged on the page.</p>	<p>I know collage can be created by cutting, tearing, overlapping and layering to create images.</p> <p>I know a range of media can be used to create a collage.</p> <p>I know pattern can be used to create texture.</p> <p>I know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>I know that negative shapes show the space around and between objects.</p> <p>I know that negative and positive images can be used in a collage.</p> <p>I know that artists can focus on shapes when making abstract art.</p> <p>I know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>I know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object).</p> <p>I know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>I know that a collage and composition can be moved around to decide on composition, before it is stuck down.</p>	<p>I know what a photomontage is.</p> <p>I know collage can include different media, e.g. different papers, textures, printed images, drawn, etc.</p> <p>I know collage can be used to explore ideas.</p> <p>I know pattern, tone, texture and shape can be combined in collage.</p> <p>I know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a composition.</p>
<p>Stick, layer, positional language, tissue paper, card, fabric</p>	<p>Cutting, tearing, fixing, crumple, overlap, materials, composition, texture</p>	<p>Overlapping, replicate, man-made, natural, positive image, negative image, layering, textured</p>	<p>Photomontage, multi-media, diagonal lines, perspective</p>