



**Haresfield CE Primary School**  
**Progression of Knowledge and Skills in Art**  
**Year B – LKS2**

Year	Knowledge			Skills															
<p><b>Year 3</b></p> <p><b>Year 4</b></p> <p><b>Term 1</b></p> <p><b>Year B</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Painting – Limited Palette and Washes                      <u>Contributing towards:</u> Painting – Watercolour (UKS2)</p>																		
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Generating Ideas  
Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.

Using Sketchbooks  
Use sketchbooks for a wider range of purposes for example, drawing, planning.

Making Skills  
Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.  
Apply observational skills, showing a greater awareness of composition.  
Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.

Evaluating and Analysing  
Use more complex vocabulary when discussing their own and others' artwork.  
Discuss art considering how it can affect the lives of the viewers.  
Evaluate their own work more regularly and independently during the planning and making process.  
Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate

Year	Knowledge			Skills
<p><b>Year 3</b> <b>Year 4</b> <b>Term 2</b> <b>Year B</b></p>	<p><u>National Curriculum</u></p>			
	<p>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art                      ✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                      ✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</p>			
	<p><u>Focus:</u> Collage – Layering and Texture</p>		<p><u>Contributing towards:</u> Collage/Textiles – Layered Mixed Media Landscapes (UKS2)</p>	
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Activities</u></p>
	<p>To explore collage techniques including tearing, overlapping and layering</p>	<p>Layering and overlapping materials creates texture and depth within artwork.</p>	<p><b>Overlapping</b> – placing one material partly over another to create depth</p>	<p>Explore examples of layered collage artwork and discuss how artists create texture, depth and atmosphere through overlapping materials.                      Link discussion to settings and imagery from <i>The Legend of Podkin One-Ear</i>, such as forests, underground burrows, battle scenes and ancient maps, alongside Roman mosaics, shields and armour.                      Demonstrate collage techniques including tearing, cutting, curling, pleating and layering paper and fabric.                      Model how overlapping materials create shadow, texture and movement.                      Children experiment with arranging and grouping materials by colour, texture and shape before creating sample collage compositions inspired by woodland settings, underground kingdoms or Roman decorative patterns.                      Encourage children to test torn versus cut edges, raised surfaces and combinations of textured materials and annotate successful techniques in sketchbooks.</p>
	<p>To create a textured collage composition using layered materials</p>	<p>Collage compositions combine colour, texture and arrangement to communicate ideas visually.</p>	<p><b>Composition</b> – the arrangement of visual elements within an artwork</p>	<p>Demonstrate planning a balanced collage composition using foreground, middle ground and background areas.                      Discuss how artists guide the viewer’s eye through placement, colour and texture.                      Explain that children will create a final collage scene inspired by <i>Podkin One-Ear</i> or Roman Britain, such as a woodland battle scene, Roman villa mosaic-inspired artwork or underground rabbit kingdom.                      Model selecting appropriate colours and textures to communicate mood and atmosphere.                      Children build layered compositions gradually, adding overlapping materials, textured papers and fabric to create depth and visual interest.                      Encourage thoughtful arrangement, experimentation with raised areas and careful colour choices to strengthen storytelling and atmosphere.</p>
<p><u>Focus:</u> 3D Sculpture – Clay Modelling</p>		<p><u>Contributing towards:</u> 3D Sculpture – Clay Owls (UKS2)</p>		
<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Activities</u></p>	
<p>To plan and construct a clay sculpture from imagination or observation</p>	<p>Sculptors use form, proportion and structure to create balanced three-dimensional artwork.</p>	<p><b>Form</b> – a three-dimensional shape of artwork</p>	<p>Explore examples of clay sculpture including Roman artefacts, shields, pots and animal forms.                      Discuss how texture, shape and decoration communicate meaning in historical objects.                      Demonstrate clay techniques including rolling, kneading, pinching, coiling and joining using score-and-slip methods.                      Children sketch ideas inspired by Roman Britain such as shields, amulets, helmets or symbolic objects. Encourage children to sketch different examples and choose a final design to complete next lesson.                      NOTE: Cover clay to make air-tight so can be continued next lesson.</p>	
<p>To refine clay sculptures using surface pattern and texture</p>	<p>Surface decoration can be created through carving, impressing and repeated pattern.</p>	<p><b>Surface texture</b> – the visual or physical texture created on a sculpture’s surface</p>	<p>Demonstrate adding texture using clay tools, stamps, impressed objects and carved marks.                      Explore Roman patterns, shields and symbolic motifs as inspiration for surface decoration.                      Children to create their clay form then add decorative Roman designs dependent of their design.                      Encourage children to evaluate how texture and pattern enhance the realism or symbolism of their sculpture.</p>	
<p>To complete and evaluate clay sculptures using painted detail</p>	<p>Colour and surface detail enhance sculptural form and texture.</p>	<p><b>Decorative pattern</b> – repeated marks or shapes used to decorate artwork</p>	<p>Demonstrate painting dried clay sculptures using layered paint, dry-brush techniques and decorative pattern.                      Model adding highlights and darker tones to emphasise texture and form.                      Children complete sculptures using colour schemes inspired by Roman artefacts.                      Encourage children to add fine painted details carefully and evaluate sculptures considering craftsmanship, texture, structure and effectiveness of painted surface decoration.</p>	
				<p><u>Generating Ideas</u>                      Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.</p> <p><u>Using Sketchbooks</u>                      Use sketchbooks for a wider range of purposes for example, drawing, planning.</p> <p><u>Making Skills</u>                      Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.                      Apply observational skills, showing a greater awareness of composition.                      Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.</p> <p><u>Evaluating and Analysing</u>                      Use more complex vocabulary when discussing their own and others’ artwork.                      Discuss art considering how it can affect the lives of the viewers.                      Evaluate their own work more regularly and independently during the planning and making process.                      Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate</p>

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	<p><u>Objective</u></p> <p>To explore Paul Klee’s artwork and experiment with colour mixing</p>	<p><u>Sticky Knowledge</u></p> <p>Artists use colour relationships to create harmony, contrast and mood within paintings.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>Secondary colours – colours created by mixing two primary colours together</p>	<p><u>Activities</u></p> <p>Explore paintings by Paul Klee and discuss colour, pattern, simplified shapes and abstract imagery. Discuss how Klee used geometric forms, symbols and colour relationships to create expressive compositions. Demonstrate mixing primary colours to create secondary colours and creating tints and shades using white and black paint. Children create colour charts and experiment with layered colour blocks, simplified geometric forms and abstract compositions inspired by Klee’s style. Encourage children to discuss how colour choices affect mood and atmosphere within artwork.</p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks for a wider range of purposes for example, drawing, planning.</p>
	<p>To create a painting using tints, shades and colour harmony</p>	<p>Tints and shades create tonal variation and depth within paintings.</p>	<p>Colour harmony – colours that work well together within a composition</p>	<p>Demonstrate planning a balanced abstract composition using simplified geometric shapes and harmonious colours. Model blending and layering colour to create depth, movement and contrast. Explore how Klee used repeated shapes, lines and colour placement to guide the viewer’s eye around a composition. Children create abstract paintings inspired by Paul Klee using geometric forms, layered colour and carefully mixed tints and shades. Encourage experimentation with pattern, repeated motifs and colour harmony.</p>	<p><u>Making Skills</u></p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.</p>
	<p>To refine and evaluate a Paul Klee-inspired painting</p>	<p>Artists simplify shapes and use colour relationships to create expressive abstract compositions.</p>	<p>Geometric shapes – mathematical shapes such as squares, circles and triangles used in artwork</p>	<p>Demonstrate refining colour placement, balancing shapes across the page and strengthening outlines inspired by Paul Klee’s paintings. Model how adding contrasting tones and repeated motifs can create focal points and rhythm. Children complete final abstract paintings using layered colour, geometric forms and carefully mixed tints and shades. Encourage children to evaluate how effectively colour, shape and composition communicate mood and visual impact.</p>	<p>Apply observational skills, showing a greater awareness of composition. Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.</p>
<p><b>Term 3</b></p>	<p><u>Focus:</u> Printing – Repeating Patterns                      <u>Contributing towards:</u> Drawing/Digital Art – Keith Haring (UKS2)                      <u>Artist focus:</u> Paul Klee</p>				
<p><b>Year B</b></p>	<p><u>Objective</u></p> <p>To create printing blocks using relief printing techniques</p>	<p><u>Sticky Knowledge</u></p> <p>Relief printing uses raised surfaces to transfer ink onto paper.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>Relief printing – a printing process where raised surfaces hold the ink</p>	<p><u>Activities</u></p> <p>Explore examples of relief printing and repeated patterned artwork. Revisit shapes, symbols and geometric forms used within Paul Klee’s paintings and discuss how artists simplify designs into bold printable motifs. Demonstrate creating simple printing blocks using thick card/corrugated card or plastic. Show how repeated motifs can create rhythm, movement and balance within a composition. Children select shapes and patterns from their Paul Klee-inspired paintings or sketchbook work and simplify them into bold repeatable print designs before creating printing blocks. Encourage careful spacing and thoughtful composition when planning repeated patterns.</p>	
	<p>To create two-colour overlay prints using repeating patterns</p>	<p>Overlay printing combines layers of colour to create new visual effects.</p>	<p>Overlay – printing one colour over another to create layered effects</p>	<p>Demonstrate rolling ink evenly, aligning prints carefully and creating overlay prints using two colours. Model how overlapping colours and repeated motifs create layered visual effects and rhythm. Children experiment with colour combinations, spacing and arrangement to create repeating printed patterns inspired by the shapes and colour relationships explored in the Paul Klee unit. Encourage children to evaluate print quality, alignment and effectiveness of repetition, rhythm and colour harmony within final compositions.</p>	<p><u>Evaluating and Analysing</u></p> <p>Use more complex vocabulary when discussing their own and others’ artwork. Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process. Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate</p>

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	<p><u>Objective</u></p> <p>To develop observational drawing using line, shape and tone</p>	<p><u>Sticky Knowledge</u></p> <p>Artists use line, shape and tone to create realistic form and texture.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Texture</b> – the surface quality or appearance of an object in artwork</p>	<p><u>Activities</u></p> <p>Explore illustrations, Viking artefacts and imagery linked to <i>How to Train Your Dragon</i>. Discuss texture, pattern and detail in dragon scales, Viking shields, helmets and natural materials. Demonstrate observational drawing techniques using graded pencils and varied line pressure. Model how tone can create realistic form and depth. Children create detailed observational drawings of dragon eyes, scales, claws, Viking artefacts or natural objects focusing on texture, line and tonal variation. Encourage careful observation and gradual layering of tone.</p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks for a wider range of purposes for example, drawing, planning.</p>
	<p>To refine drawings using pattern, detail and tonal shading</p>	<p>Pattern and tonal shading create visual interest and realism.</p>	<p><b>Hatching</b> – using repeated lines to create tone and texture</p>	<p>Demonstrate hatching and cross-hatching techniques using different pencil grades. Model how repeated marks and tonal shading create realistic textures such as dragon scales, fur, wood grain or metal surfaces. Children refine drawings by adding pattern, texture and tonal shading while carefully observing shape and proportion. Encourage children to compare light and dark areas closely and gradually build detail using layered marks.</p>	<p><u>Making Skills</u></p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.</p>
	<p>To create a final observational drawing showing texture and depth</p>	<p>Artists refine drawings through careful observation and gradual tonal development.</p>	<p><b>Cross-hatching</b> – intersecting lines used to create darker tone and texture</p>	<p>Demonstrate refining observational drawings by layering tone, cross-hatching and detailed texture to strengthen realism. Explain that children will create a final detailed dragon or Viking-inspired drawing showing texture, atmosphere and depth. Children combine techniques explored across the unit to create large-scale final drawings with realistic shading, repeated texture and detailed observational features.</p>	<p>Apply observational skills, showing a greater awareness of composition. Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.</p>
	<p><u>Focus:</u> 3D Sculpture – Wire and Papier Mâché Sculpture                      <u>Contributing towards:</u> 3D Sculpture – Clay Owls (UKS2)                      <u>Artist focus:</u> <b>Yinka Shonibare</b></p>				
	<p><u>Objective</u></p> <p>To construct wire sculptures using twisting and joining techniques</p>	<p>Wire can be twisted, coiled and joined to create three-dimensional structures.</p>	<p><b>Armature</b> – the internal framework supporting a sculpture</p>	<p><u>Activities</u></p> <p>Explore sculptures by Yinka Shonibare and discuss shape, balance, movement and decorative surface pattern. Demonstrate twisting, coiling and joining wire securely to create simple armatures e.g. Viking boat. Children design imaginative dragon or Viking-inspired sculptures considering pose, movement and silhouette before constructing wire frameworks. Encourage children to test balance and stability throughout construction and evaluate how armatures create structure and movement.</p>	<p><u>Evaluating and Analysing</u></p> <p>Use more complex vocabulary when discussing their own and others’ artwork.</p>
	<p>To refine sculptures using papier mâché and surface decoration (2 lessons)</p>	<p>Papier mâché creates a strong outer surface suitable for painting and decoration.</p>	<p><b>Papier mâché</b> – layering paper and glue to create solid sculptural forms</p>	<p>Demonstrate applying papier mâché strips smoothly over wire structures and building up form gradually. Model smoothing surfaces, strengthening weak areas and refining sculptural shapes. Children refine sculptures using layered papier mâché before painting and decorating surfaces with repeated patterns and colour inspired by Viking shields, dragon scales or textiles.</p>	<p>Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process. Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate</p>

Year	Knowledge				Skills
<p><b>Year 3</b> <b>Year 4</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Painting – Marbling and Organic Pattern      <u>Contributing towards:</u> Painting – Ice and Atmospheric Landscapes (UKS2)</p>				<p><u>Generating Ideas</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.</p>
	<p><u>Objective</u></p> <p>To explore marbling techniques and colour dispersion</p>	<p><u>Sticky Knowledge</u></p> <p>Marbling creates organic patterns through floating and manipulating colour on liquid surfaces.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Organic pattern</b> – flowing natural patterns inspired by shapes found in nature</p>	<p><u>Activities</u></p> <p>Demonstrate marbling techniques using ink, shaving foam or marbling trays. Show how colours spread, swirl and blend to create unique patterns and organic effects. Link discussion to the magical and artistic worlds within <i>Peanut Jones</i>. Children experiment with colour combinations, swirling tools and pattern formation to create marbled papers inspired by magical portals, skies, dream worlds or abstract environments from the story. Encourage children to compare the effects created by different tools and colour combinations.</p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks for a wider range of purposes for example, drawing, planning.</p>
	<p>To create painted compositions inspired by marbled pattern</p>	<p>Artists can use organic pattern and colour blending to create expressive painted surfaces.</p>	<p><b>Colour dispersion</b> – the spreading and blending of colour across a surface</p>	<p>Demonstrate selecting effective marbled patterns and incorporating them into painted compositions. Explain that children will use marbled papers as backgrounds for imaginative scenes, magical settings or symbolic imagery inspired by <i>Peanut Jones</i>. Model layering painted details carefully over marbled surfaces while preserving interesting patterns beneath. Encourage children to experiment with colour harmony, atmosphere and texture to create visually rich compositions.</p>	<p><u>Making Skills</u></p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.</p>
	<p>To refine marbled artwork using layered detail and colour harmony</p>	<p>Artists combine pattern, texture and colour to create visually balanced compositions.</p>	<p><b>Colour harmony</b> – colours that work well together within an artwork</p>	<p>Demonstrate selecting the most successful marbled areas and refining compositions through additional line, pattern and painted detail. Model how small details, highlights and contrasting colours can strengthen focal points without overpowering marbled textures. Children refine final artworks inspired by magical environments or emotional moments within the story. Encourage children to evaluate colour harmony, atmosphere, composition and visual impact.</p>	<p>Apply observational skills, showing a greater awareness of composition. Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.</p>
<p><b>Term 5</b></p>	<p><u>Focus:</u> Digital Art – Photography and Image Manipulation      <u>Contributing towards:</u> Drawing/Digital Art – Keith Haring (UKS2)</p>				
<p><b>Year B</b></p>	<p><u>Objective</u></p> <p>To explore digital photography and create mood using colour effects</p>	<p><u>Sticky Knowledge</u></p> <p>Digital tools can change colour and atmosphere within images.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Digital manipulation</b> – altering images using digital tools and effects</p>	<p><u>Activities</u></p> <p>Discuss how illustrators, photographers and digital artists create atmosphere and mood within visual storytelling. Demonstrate using tablets or cameras to take photographs focusing on colour, texture, framing and composition. Children take photographs around school or outdoors inspired by locations, magical themes or emotions within <i>Peanut Jones</i>. Demonstrate editing tools including filters, brightness, contrast and colour adjustment to create different moods and visual effects.</p>	<p><u>Evaluating and Analysing</u></p> <p>Use more complex vocabulary when discussing their own and others’ artwork.</p>
	<p>To create digitally manipulated artwork using filters and layering</p>	<p>Digital layering combines multiple images or effects within one composition.</p>	<p><b>Digital layering</b> – building artwork using editable digital layers</p>	<p>Demonstrate combining photographs with filters, overlays, cropping and layered effects to create imaginative digital artwork. Explain that children will transform their photographs into fantasy-inspired digital compositions linked to the magical artistic world of <i>Peanut Jones</i>. Encourage children to experiment with colour effects, digital layering and image manipulation to strengthen atmosphere, focal points and storytelling. Children compare original and edited images before evaluating how digital effects alter mood and meaning.</p>	<p>Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process. Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate</p>

Year	Knowledge				Skills
<p><b>Year 3</b> <b>Year 4</b> <b>Term 6</b> <b>Year B</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Drawing – One-Point Perspective                      <u>Contributing towards:</u> Drawing – Perspective and Local Area (UKS2)                      <u>Artist focus:</u> Stephen Wiltshire</p>				<p><u>Generating Ideas</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.</p>
	<p><u>Objective</u></p> <p>To explore Stephen Wiltshire’s cityscapes and understand one-point perspective</p>	<p><u>Sticky Knowledge</u></p> <p>One-point perspective creates the illusion of depth using a single vanishing point.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>One-point perspective – a drawing technique using a single vanishing point to create depth</p>	<p><u>Activities</u></p> <p>Explore Stephen Wiltshire’s detailed cityscape drawings and discuss line, depth, scale and architectural detail. Go outside and look down the road and show them how it gets thinner until it disappears as a thin sliver around the corner. Also point out how the sky comes down to meet the buildings, greenery and land without a gap. Back inside, demonstrate drawing a horizon line and vanishing point before constructing simple roads and buildings in perspective. Provide pupils with a photo of the road they just looked down with the school to one side and house to the other. Children practise perspective drawing techniques in sketchbooks by copying the photos.</p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks for a wider range of purposes for example, drawing, planning.</p>
	<p>To create a cityscape drawing demonstrating depth, tone and detail</p>	<p>Artists use line, tone and perspective to create realistic architectural drawings.</p>	<p>Vanishing point – the point where perspective lines appear to meet</p>	<p>Demonstrate adding windows, texture, shadows and tonal shading to perspective drawings. Model how repeated architectural detail creates realism and rhythm. Children refine their perspective drawings from last lesson, using tonal shading and detailed building features. Encourage careful observation of proportion, depth and structure.</p>	<p><u>Making Skills</u></p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.</p>
	<p>To explore weaving techniques and create textured textile samples</p>	<p>Weaving combines materials to create patterned and textured textile surfaces.</p>	<p>Weaving – interlacing materials together to create a textile surface</p>	<p>Demonstrate refining perspective drawings by strengthening foreground detail, improving tonal contrast and checking accuracy of perspective lines. Explain that children will create a final detailed cityscape or townscape showing depth, atmosphere and realism but this time with no photo to copy. Encourage children to combine perspective techniques, repeated architectural detail and tonal variation to create realistic and visually engaging final drawings before evaluating effectiveness of depth, structure and composition.</p>	<p>Apply observational skills, showing a greater awareness of composition. Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.</p>
	<p><u>Focus:</u> Textiles – Weaving and Texture                      <u>Contributing towards:</u> Collage/Textiles – Layered Mixed Media Landscapes (UKS2)</p>				
	<p><u>Objective</u></p> <p>To explore weaving techniques and create textured textile samples</p>	<p>Weaving combines materials to create patterned and textured textile surfaces.</p>	<p>Weaving – interlacing materials together to create a textile surface</p>	<p><u>Activities</u></p> <p>Demonstrate basic weaving techniques using paper, wool, fabric strips or natural materials. Discuss how artists and designers use pattern, texture and colour to communicate place, mood and identity. Children create weaving samples experimenting with colour combinations, patterned weaving and texture. Encourage children to compare the visual effects created by different materials and weaving patterns.</p>	<p><u>Evaluating and Analysing</u></p> <p>Use more complex vocabulary when discussing their own and others’ artwork.</p>
<p>To create a woven textile artwork using layered materials</p>	<p>Textile artists combine colour, texture and pattern to create decorative outcomes.</p>	<p>Textile texture – the surface quality created through woven and layered materials</p>	<p>Demonstrate planning a simple woven composition using selected colours and materials e.g. of the school building. Model how combining contrasting fibres, textures and decorative details creates visual interest. Children create final woven textile pieces. Encourage careful craftsmanship, even spacing, secure weaving and thoughtful colour choices before evaluating texture, composition and overall presentation.</p>	<p>Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process. Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate</p>	