



Art Curriculum – Year 1 and 2 – Cycle A

See [DT Curriculum Cycle A](#) and [Cycle B](#) document for learning intentions linked to textiles. See Computing curriculum [Cycle A](#) and [Cycle B](#) for learning intentions linked to Digital media

	Art in the Early Year Foundation Stage – See Early Years Curriculum The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, Vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
	National Curriculum Key Stage 1 For characteristics for the school please see- Art and Design Hierarchy Document Pupils should be taught: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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.		
	Developing Ideas: A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop Inspiration from the greats: A26: Describe the work of notable artists, artisans and designers. A27: Use some of the ideas of artists studied to create pieces.		
Hierarchies	Drawing: A14: Draw lines of different sizes and thickness. A15: Colour (own work) neatly following the lines. A16: Show pattern and texture by adding dots and lines. A17: Show different tones by using coloured pencils. Y2 Revisiting from cycle B:	Textiles: A22: Use weaving to create a pattern. A23: Join materials using glue and/or a stitch. A24: Use plaiting. A25: Use dip dye techniques. Collage: A8: Use a combination of materials that are cut, torn and glued. Drawing: A14: Draw lines of different sizes and thickness. Y2 Revisiting from cycle B:	Collage: A8: Use a combination of materials that are cut, torn and glued. 9: Sort and arrange materials. A10: Mix materials to create texture. Sculpture: A11: Use a combination of shapes. Include lines and texture. A12: Use rolled up paper, straws, paper, card and clay as materials. A13: Use techniques such as rolling, cutting, moulding and carving. Y2 Revisiting from cycle B:
	Autumn 1	Spring 1	Summer 1
	Drawing – Quentin Blake	Textiles – weaving, plaiting and dip dye - Klimt	Collage/3D Sculpture - 3D Garden nature sculptures - Andy Goldsworthy
Resources	Sketch books, drawing pencils, coloured crayons, pastels, sugar paper, charcoal, mirrors, Texts: Texts by Quentin Blake, Texts illustrated by Quentin Blake	A4 (or A3) blue card (in a range of blues) - per child Scissors Strips of paper, card, wrapping paper, ribbon, fabric, string in range of blues (strips should be at least A4 in length and up to 3 or 4 cm wide). Sticking tape/glue 2 strips of coloured paper/card to model the caterpillar starter. G old/silver/metallic paper for children to make fish Sequins, small shiny buttons, beads etc. in shiny/sea colours, scissors, glue, one square of muslin 11cm2 (washed and ironed) - per child (needs to be bigger than original designs by children), apron - per child Latex gloves - per child Liquid fabric dye in blue (more than one shade if possible), wax resist cryon/tool Texts: Commotion in the Ocean by Giles Andreae, Tiddler by Julia Donaldson, The Rainbow Fish by Marcus Pfister,	Sketch books, iPad/camera, clay boards, clay, tools, sketching pencils, magnifying glasses, a range of natural objects including different leaves, pine cones, acorns, twigs, sea shells, fruit, flowers and rocks, flour glue, Texts: Window, Home both by Jeanie Baker,
Vocabulary	Use dual coding and visual representations to help explain the words in lessons.		
	Line: Thick, thin, soft, broad, narrow, fine, pattern, shape, detail, bold, wavy, straight, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright	Textiles, fabric, weaving, woven, placemat, loom, materials, batik, wax, dye, fabric, cotton, design	sculpture, statue, model, natural, man-made, 3-D, moulding, rolling, carving, land art,
Flashback	- Know how to hold a pencil properly. - Know how to use thick and thin brushes. - Know how to make colours using knowledge of primary and secondary colours. - Know how to add extra detail to artwork.	- Know how to experiment with materials to create texture, form and function. - Know the difference between sketching and drawing. - Know how to draw lines of different thickness and size. - Know how to add patterns and textures to sketches. - Know how to neatly use colour to show tone.	- Know how to create sculptures from a range of materials. - Know how to use weaving to create a pattern. - Use a combination of materials that are cut, torn and glued and join together. - Know how to use plaiting. - Know how to use dip dye techniques.

L1	Year 1: to Introduce the use of a sketchbook; Year 2: To review the use of a Sketchbook Activities: Allow the children to access the link below online – a video showing artist’s sketchbooks that have been archived to show them what artists actually use them for. https://www.louisacrispinart.co.uk/more/brooklyn-art-library-sketchbook-project Children will know: Year 1: To know what sketchbooks are, and how they can enrich creativity. To explain what kinds of activities, take place in sketchbooks, and when and how to use them. To know how to use sketchbooks as tools for reflection and discussion. To explain what sketchbook content might look like. Year 2: To review the use of a Sketchbook, from learning done in Year 1. VOCABULARY: A line is a mark made by a pencil, pen, paintbrush, or other tool. Lines can be different shapes and sizes to create pictures and show details. Colour is what we see, such as red, blue, or yellow. Pattern is a design that repeats shapes, colours, or lines. A shape is a flat area with an outline. Shapes can be geometric (like circles and squares) or natural (like leaves and clouds).	Year 1: To begin to use weaving to create a pattern Year 2: To use weaving to create a pattern Activities: How can we join paper using no glue/Sellotape? Allow chd to explore. Teacher model making paper caterpillar by folding the strips of paper. hare examples of weaving from all over the world, talking about the materials, patterns, colours and equipment used. Gunta Stolz: Introduce the famous textiles artist and show some of the products she made. Paper Weaving: Share some examples of simple products made using paper weaving. Teacher model how to make a paper loom, modelling each step clearly. Children then choose which blue they would like to use and make their own paper loom. Chd could try weaving with different animal patterns to create an imaginary animal skin. Choose one pattern for your loom, and make strips from other papers to weave into it Children will know: Year 1: Children can use scissors to create a paper loom. Children can weave strips of paper and fabric into their loom. Children can alternate weaving the materials over and under the loom. Year 2: Children can use scissors to create a paper loom. Children can weave strips of paper and fabric into their loom. Children can alternate weaving the materials over and under the loom. Children can explain that artists all over the world use weaving. Children can identify one thing from another artist’s work that I could use in my own. VOCABULARY: Weave – to cross materials over and under each other to make a pattern or fabric. Loom – a frame or tool used to help hold threads while weaving. Materials – the different things we use to make artwork, such as paper, fabric, wool, paint, or clay.	Year 1: To begin to add texture to clay using tools Year 2: To add line and texture to clay using tools Activities: From a range of natural sculptures explore materials used. Most metal, clay or stone, why? What are the properties of the materials. Discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Demonstrate sculpting a clay model of a natural object – moulding, carving and rolling. Model making a solid base and moulding the rough shape of the object first. Demonstrate adding texture using the tools. Children experiment adding natural materials to the clay – create patterns from the trees – tree bogarts. Children will know: Year 1: Children can talk about nature sculptures. Children can shape a model out of clay. Children can use techniques of rolling and moulding clay. Children can begin to add line and/or texture using tools. Year 2: Children can talk about nature sculptures. Children can name properties of natural sculptures and explain why they are mostly made of metal, clay or stone. Children can shape a model out of clay. Children can add line and texture using tools. VOCABULARY: Natural – something that comes from nature, such as leaves, stones, wood, or flowers. Moulding – shaping a material, such as clay, by pressing, squeezing, or forming it with your hands. Rolling – moving clay or another material with your hands or a rolling pin to make it longer, flatter, or smoother. Carving – cutting or scratching into a material to create shapes, patterns, or details.
Lesson 2	Year 1: To know sketching is different to drawing Year 2: To explain the difference between drawing and sketching Activities: Explore the possibilities of mark making by having a range of media available to use – charcoal, pastels, sketching pencils, biros. Split A3 paper into a simple grid – children copy a pre-printed picture (gridded) they must use a different medium for each square. Reflect on what they have used and talk about the properties of each – how easy/effective they were to use. Y2 might focus on the ability to be precise, colour blending, the ability or inability to shade. Children will know: Year 1: Children will explore the effects of a range of media Children will begin to differentiate between drawing and sketching Year 2: Children will explore and explain the effects of a range of media. Children will be able to explain how drawing and sketching are different. VOCABULARY: A line is a mark made by a pencil, pen, paintbrush, or other tool. Lines can be different shapes and sizes to create pictures and show details. Line Vocabulary • Thick – a wide line. • Thin – a very narrow line. • Broad – a large, wide line. • Narrow – a small-width line. • Fine – a very thin and delicate line. • Bold – a dark, strong line that stands out. • Wavy – a line that moves up and down in curves. • Straight – a line that does not bend. • Detail – small lines that add extra features to a picture. Colour is what we see, such as red, blue, or yellow.	Year 1: To plait fabrics using inspiration from artists work. Year 2: To plait fabrics using inspiration from artists work. Activities: Remind children of examples of textiles art with added decoration. Gustav Klimt – share examples of his decorated work. Demonstrate how to plait fabrics together, these could be used to add to artwork. Children decorate their work by adding buttons, sequins, beads and other decorative materials available. Children will know: Year 1: Children can use decorative papers to decorate a placemat. Children can add materials and colours that will make their placemat more interesting. Children can plait fabrics. Children can explain that artists (including Klimt) add decorations to their work. Year 2: Children can use decorative papers to create sea creatures to decorate a placemat. Children can add materials and colours that will make their placemat more interesting or beautiful. Children can plait fabrics. Children can explain that artists (including Klimt) add decorations to their work to make it more interesting. Children can explain that Klimt used gold in his paintings to make them beautiful VOCABULARY: Weave – to cross materials over and under each other to make a pattern or fabric. Loom – a frame or tool used to help hold threads while weaving. Materials – the different things we use to make artwork, such as paper, fabric, wool, paint, or clay. Plait – a pattern made by crossing three or more strands over each other.	Year 1: To collect ideas and visual information from nature Year 2: To collect and analyse ideas and information from nature Activities: (Keep natural materials collected for future lessons) Recap last week’s lesson. Explain what is natural, what is man-made? Children will go on a woodland walk. Discuss which items they should collect on their woodland walk, and which objects they must not collect (rubbish, living creatures and plants). Children could stick and range of collected leaves to a rolled-up piece of paper. Children will know: Year 1: Children can say if an object is natural or not natural. Children can collect natural objects on a woodland walk. Year 2: Children can say if an object is natural or not natural. Children can collect natural objects on a woodland walk. VOCABULARY: Sculpture – a piece of art that is made in three dimensions and can be viewed from different sides. Statue – a sculpture that represents a person, animal, or object. Natural – made by nature and not created by people. Man-made – something that has been designed or created by people. 3-D (Three-Dimensional) – an object that has height, width, and depth and can be viewed from all sides. Land Art – artwork made outdoors using natural materials such as leaves, sticks, stones, sand, or flowers.

	Pattern is a design that repeats shapes, colours, or lines. Colour and Pattern Vocabulary • Tone – how light or dark a colour is. • Soft – gentle, calm colours or patterns. • Hard – strong, sharp-looking colours or patterns. • Light – a pale colour with lots of brightness. • Dark – a deep colour with less brightness. • Pale – a light colour mixed with white. • Deep – a rich, strong colour. • Shiny – reflects light and looks bright or glossy. • Bright – a clear, vivid colour that stands out.		
Lesson 3	Year 1: To begin to control the size and thickness of lines made Year 2: To control the size and thickness of lines made Activities: Use charcoal. Explain what it is and where it comes from. Teach how to hold and handle a piece of charcoal, specifically looking at the darkness of the line depending on how you press into the paper. Try it on different surfaces and look at adhesion. Year 2 – look at using fingers to blur and blend the lines to add texture to a drawing. Talk to the children about their evaluations of the pencils, which is best to use for what jobs. Children will know: Year 1: Children will explore the effects of using charcoal as a medium to draw with. Children will control the size and thickness of lines made. Year 2: Children will explore and describe the effects of using charcoal as a medium to draw with. Children will control the size and thickness of lines made. Children will use fingers to blur and blend the lines to add texture to a drawing. VOCABULARY: Line A line is a mark made by a pencil, pen, paintbrush, or other tool. Lines can be different shapes and sizes to create pictures and show details. Line Vocabulary • Thick – a wide line. • Thin – a very narrow line. • Broad – a large, wide line. • Narrow – a small-width line. • Fine – a very thin and delicate line. • Bold – a dark, strong line that stands out. • Wavy – a line that moves up and down in curves. • Straight – a line that does not bend. • Detail – small lines that add extra features to a picture.	Year 1: To use weaving skills to make a product Year 2: To use weaving skills creatively to make a product Activities: Introduce the paper weaving bags, stressing how special they are and that time and care is taken in making them (Mother’s Day, Easter gifts?) Encourage them to talk about the colours, patterns and decorations that that person would like. Children use a colour wheel to suggest 2 colours that will work well together. This should inform the choices that children make when creating their bag. Children will know: Year 1: Children can choose materials carefully and explain my choices. Children can weave 2 shapes together to make the shape of a heart. Children can weave paper through and around. Year 2: Children can choose materials carefully and explain my choices. Children can weave 2 shapes together to make the shape of a heart. Children can weave paper through and around. Children can add a handle to make a bag. Children can add detail and decoration to the bag VOCABULARY: Weave – to cross materials over and under each other to make a pattern or fabric. Loom – a frame or tool used to help hold threads while weaving. Materials – the different things we use to make artwork, such as paper, fabric, wool, paint, or clay. Plait – a pattern made by crossing three or more strands over each other.	Year 1: To record ideas and visual information from nature Year 2: To record ideas and visual information from nature Activities: Use sketch books to record ideas. Children looked at images of a leaf, a pine cone and an acorn and discuss shape and texture and items collected on previous week’s woodland walk. Record Vocabulary to build up a word bank. Chn create observational drawings of natural items found in nature. Children will know: Year 1: Children can tell you what a nature sculpture is. Children can tell you what a nature sculpture could be made of Children can collect natural items to inform their work. Year 2: Children can tell you what a nature sculpture is. Children can tell you what a nature sculpture could be made of Children can use sketch books to record ideas from nature VOCABULARY: Sculpture – a piece of art that is made in three dimensions and can be viewed from different sides. Statue – a sculpture that represents a person, animal, or object. Natural – made by nature and not created by people. 3-D (Three-Dimensional) – an object that has height, width, and depth and can be viewed from all sides. Land Art – artwork made outdoors using natural materials such as leaves, sticks, stones, sand, or flowers. Model – a smaller or larger copy of something that has been made to show what it looks like.
Lesson 4	Year 1: To explain what a sketch is Year 2: To explain what a sketch is and how to do one Activities: Look at the sketches of Quentin Blake, looking at how the lines are drawn. Direct teach – what a sketch is as opposed to mark making. Focus on the lightness of touch and direct teach how to hold the pencil, how to sit and the pressure on the paper. Put carbon paper under the drawing paper and see if they can copy a picture without the carbon paper making a mark on the sheet below. Y2 – recall learning about pencils and see if different pencils require different pressures. Compare results! Children will know: Year 1: Children can vary the pressure of pencils to make darker or lighter lines. Year 2: Children can vary the pressure of pencils to make darker or lighter lines. Children can use a range of pencils at different pressures to create different effects.	Year 1: To design a batik product. Year 2: To design a batik product. Activities: Explain what batik is. Show examples of batik products. Children to design a coaster which used batik. Share ideas from children. Children draw 4 possible designs onto their design sheets. Are they using bold lines? Is their drawing the right size for the space? Choose best for design and explain why. Children will know: Year 1: Children can create a drawing that will look good on a batik coaster. Children can use bold lines. Year 2: Children can create a drawing that will look good on a batik coaster. Children can use bold lines. Children can make a drawing that is the right size for the space. VOCABULARY: Plait – a pattern made by crossing three or more strands over each other.	Year 1: To sort and arrange natural materials to create land art Year 2: To sort and arrange natural materials to create land art Activities: Share work by Andrew Goldsworthy. Introduce the idea of land art as art that is a part of the landscape and is left to erode naturally. As a class, children identify the materials that land art sculptures could be made from. Explain textures of materials and effects these materials would have in the land art. Children will know: Year 1: Children can say an interesting fact about Andy Goldsworthy. Children can choose natural materials for a sculpture. Children can arrange materials for their art Year 2: Children can choose natural materials for a land art sculpture. Children can choose how to arrange their sculpture. Children can arrange materials carefully to make land art.

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Lesson 5	Year 1: To be able to shade their work within the lines drawn. Year 2: To be able to shade their work within the lines drawn. Activities: Recap on learning about sketching. Focus on what you see, not what you think you see.... Year 1- Use a mirror to look and capture the basic features of their face in the right place. Year 2 – Begin to look at the features more closely, where lashes come out from, where there is some shading, Model techniques to ensure children shade/colour within their drawn lines. Model shading using the same pencil direction. Children will know: Year 1: Children can colour their own work within the lines. Children can use skills from previous sessions on drawing i.e. varying thickness of lines, size of lines and pressure of media with improved control Year 2: Children can colour their own work within the lines. Children can use skills from previous sessions on drawing i.e. varying thickness of lines, size of lines and pressure of media with a greater degree of control and precision. VOCABULARY: Colour is what we see, such as red, blue, or yellow. Pattern is a design that repeats shapes, colours, or lines. Colour and Pattern Vocabulary • Tone – how light or dark a colour is.	Year 1: To use batik to make a product Year 2: To use batik creatively to make a product Activities: Recap the batik process, summarising what we have done so far, and what we need to do next. Model lining up a square design with the square of fabric and securing but adding masking tape on the corners at the back. Explain and model how to trace a design with wax sticks. Children then use wax sticks to trace their own design onto their square of fabric. Can the children use bold lines and keep their drawing away from the edges? Children will know: Year 1: Children can line a design up with the fabric. Children can use wax resist sticks to trace a design onto fabric. Children can use bold lines in a wax drawing. Year 2: Children can line a design up with the fabric to make sure it design stays away from the edges. Children can use wax resist sticks to trace a design onto fabric. Children can use bold lines in a wax drawing. VOCABULARY: Batik – a way of decorating fabric using wax and dye to create patterns and pictures. Coaster – a small mat placed under a cup or glass to protect a table. Bold Lines – thick, dark lines that stand out and are easy to see. Wax Sticks – coloured sticks made from wax that can be used for drawing and creating resist patterns.	Year 1: To explore different materials from nature to create texture Year 2: To explore and mix different materials from nature to create texture Activities: Briefly revisit previous learning about sculpture, nature sculpture and Andy Goldsworthy. Recap textures of materials and effects these materials would have in the land art. Outdoor, in groups, children make large scale sculptures from natural materials. Children will know: Year 1: Children help to make a big nature sculpture as part of a group. Children can say how to make the sculpture tall. Children can say a way that their sculptures are similar to the work of Andy Goldsworthy. Year 2: Children can work in a group. Children help to make a big nature sculpture as part of a group. Children can say how to make the sculpture tall. Children can say a way that their sculptures are similar to the work of Andy Goldsworthy. Children can say a way that their sculptures are different to the work of Andy Goldsworthy. VOCABULARY: Sculpture – a piece of art that is made in three dimensions and can be viewed from different sides. Statue – a sculpture that represents a person, animal, or object. Natural – made by nature and not created by people.

	• Soft – gentle, calm colours or patterns. • Hard – strong, sharp-looking colours or patterns. • Light – a pale colour with lots of brightness. • Dark – a deep colour with less brightness. • Pale – a light colour mixed with white. • Deep – a rich, strong colour. • Shiny – reflects light and looks bright or glossy. • Bright – a clear, vivid colour that stands out.		3-D (Three-Dimensional) – an object that has height, width, and depth and can be viewed from all sides. Land Art – artwork made outdoors using natural materials such as leaves, sticks, stones, sand, or flowers.
Lesson 6	Year 1: To be able to show different tones using coloured pencils Year 2: To be able to show different tones using coloured pencils Activities: Have a part of the lesson to re-work their portrait, add or work on any areas that they feel need improvement. Teacher model using coloured pencils to shade at different pressures and over shading for darker/lighter effects. Also model how to add extra detail using dots and lines. Share their portrait with a partner who has to select positives and things to work on. Children will know: Year 1: Children can colour their own work within the lines. Children begin to respond to artwork, reflect on their own outcomes. Year 2: Children can colour their own work within the lines. Children respond to artwork, reflect on their own outcomes. Children are able to evaluate and to give support and guidance to others. VOCABULARY: Colour is what we see, such as red, blue, or yellow. Pattern is a design that repeats shapes, colours, or lines. Colour and Pattern Vocabulary • Tone – how light or dark a colour is. • Soft – gentle, calm colours or patterns. • Hard – strong, sharp-looking colours or patterns. • Light – a pale colour with lots of brightness. • Dark – a deep colour with less brightness. • Pale – a light colour mixed with white. • Deep – a rich, strong colour. • Shiny – reflects light and looks bright or glossy. • Bright – a clear, vivid colour that stands out. A shape is a flat area with an outline. Shapes can be geometric (like circles and squares) or natural (like leaves and clouds). Shape Vocabulary • Oval – a rounded shape like an egg. • Long – a shape that is much longer than it is wide. • Curvy – a shape made with smooth, rounded bends. Shape in Art • Shape – the outline of an object or area in a picture.	Year 1: To be able to use dip-dye techniques Year 2: To be able to use dip-dye techniques Activities: Explain the activity and the care we must take to avoid staining our skin, our clothes or our workspace. Children will need to wear an apron and latex gloves. For dip dye fabric is placed in the dye and then raised partially out and left again for a further amount of time in the dye for a two tone effect. Children will know: Year 1: Children can explain the process of batik. Children can apply dye to change the colour of the fabric on my wax-resist coaster. Year 2: Children can explain the process of batik. Children can apply dye to change the colour of the fabric on my wax-resist coaster. VOCABULARY: Apron – protective clothing worn over clothes to keep them clean. Gloves – coverings worn on the hands to protect skin from paint, dye, or other materials. Dip Dye – a technique where part of a material is dipped into dye to add colour. Two-Tone Effect Two-Tone Effect – an artwork or material that shows two different colours next to each other.	Year 1: To use a combination of materials that are cut, torn and glued. Year 2: To use a combination of materials that are cut, torn and glued. Activities: Recap learning from unit. Talk about their nature sculptures and self-assess their work. Discuss the natural materials they have been working with and what they like about them. Choose which famous nature sculptures they like and why. Model how to make a collage to showcase the art work produced in the unit. Model writing or sticking the title at the top of the paper. Demonstrate positioning the children’s photographed work first so they are the focus of the collage. Model drawing images to decorate the collage or choosing from a selection to cut and stick. Decorate your collage with leaves, feathers and other natural materials. Complete these on large pieces of paper and take image for book so that they can build collage with natural objects, which would not fit into sketchbooks. Children will know: Year 1: Children can put different materials together to make a collage. Children can say things that they like about their work. Children can say things that they could improve about their work. Year 2: Children can arrange different materials together to make a collage and explain why they have chosen to position it in a particular place. Children can say things that they like about their work. Children can say things that they could improve about their work. VOCABULARY: Sculpture – a piece of art that is made in three dimensions and can be viewed from different sides. Statue – a sculpture that represents a person, animal, or object. Natural – made by nature and not created by people. Man-made – something that has been designed or created by people. 3-D (Three-Dimensional) – an object that has height, width, and depth and can be viewed from all sides. Land Art – artwork made outdoors using natural materials such as leaves, sticks, stones, sand, or flowers. Model – a smaller or larger copy of something that has been made to show what it looks like.
Key Knowledge	- Know the difference between sketching and drawing. - Know how to draw lines of different thickness and size. - Know how to add patterns and textures to sketches. - Know how to neatly use colour to show tone.	- Know how to use weaving to create a pattern. - Use a combination of materials that are cut, torn and glued and join together. - Know how to use plaiting. - Know how to use dip dye techniques.	- Know how to mix materials to create texture. - Know how to take inspiration from other artist’s work and make comments on its effect. - Know how to create their own collage using materials.