

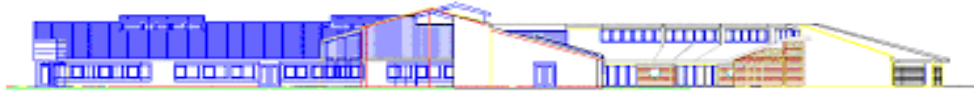
# **Redhill Primary School**

## **Creative Arts Policy**

Signed

A handwritten signature in black ink, appearing to read 'A. Jenkins'.

**Mr Adrian Jenkins, Chair of Governors**



## The Creative Arts at Redhill

The Arts includes a wide variety of media: dance, drama, visual design, literature and multimedia all of which are creative.

'Creativity is the ability to see things in a new way, to see problems that no one else may even realize exist, and then come up with new, unique, and effective solutions to these problems. Standard intelligence tests measure convergent thinking - the ability to come up with a single correct answer. But creativity involves divergent thinking - the ability to come up with new and unusual answers (Papalia and Olds, 1993).

Everyone has an imagination, the arts takes this a step further. Through art children can create something that up until that point was only imagined. Thus they create visual manifestations or abstracts from their imaginations. Creative Arts is a fine way to make choices and solve problems. Every step involves making a decision: what colour to use, how to make a line, and what size to make something, what is the character going to look like, behave like etc. All these decisions that they need to solve are an important skill that they need to learn.

The arts can be seen as a way of communicating feelings, thoughts and solutions in a way other than verbally or written. For some children it is creativity that they may need to develop to the next step.

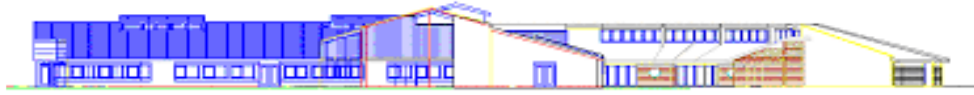
The Creative Arts" are **Literature** (taught through English); **Performing Arts** (taught through music and PE as well as English); **Visual Arts, Craft and Design** (taught through Art/Design and Design & Technology), and **Multimedia** (taught through all of the previous subjects). Art & Design, Drama, Dance, and Music may also be taught separately and discretely. Creativity is also present in other subjects (eg creative writing) and creative thinking should be promoted at all times.

## LEGAL REQUIREMENTS

In accordance with the Education Reform Act 1988, and subsequent Education Acts, we must provide the Arts as part of the National Curriculum for all registered pupils. We must ensure that all pupils have an equal access to the arts curriculum throughout their time in school.

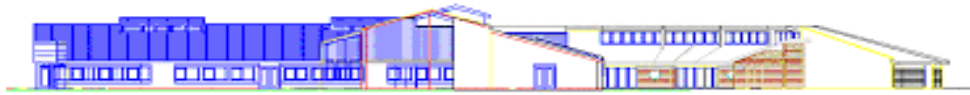
## AIMS

We aim for a balanced education that will unlock the full potential of each and every pupil. Through an integrated approach to the creative arts, we aim to build pupils" own personal development through developing their self-belief and confidence, and by unlocking, nurturing and celebrating their growing skills and talents. We want to enrich the curriculum within a creative environment, as we believe the Creative Arts contribute greatly to the quality and breadth of the education which primary schools can provide. Along with the other subjects they help us to meet the needs and aspirations of all our pupils, and contribute to the overall standards of achievement in our school.



The aims of our school are also key to our aim to work with parents and governors.

- Arts activities that access other areas of the curriculum, different cultures and those from the local community.
- The opportunity to develop vocabulary so they are able to communicate their experiences and ideas and to evaluate their own and others work.
- To provide a happy, safe and secure environment where everyone feels valued and respected in order to express themselves freely.
- Have high expectations of all members of the school community and to seek excellence in all aspects of our work.
- Fulfil the requirements of the Arts National Curriculum and to extend children learning opportunities through a rich and varied range of experiences.
- To plan learning which takes account of different learning styles of the children and their differing abilities particularly ensuring that we support those who have difficulties and of those who are considered to be Gifted and Talented.
- Help and encourage children to achieve their full potential alongside learning to care for other people and the world they live in.
- To foster and sustain children natural enthusiasm for learning, their ability to accept and enjoy challenges and a willingness to set challenges for themselves.
- Create an atmosphere where children have confidence to share their ideas and to respect the ideas of others.
- Encourage children to pose questions and hypothesise in all aspects of their work.
- Try to give real practical starting points to children's work and to try to ensure that they can see a worthwhile purpose in what they do.
- Foster independence, collaboration and the ability to relate to others in a social context.
- To encourage children to achieve a high degree of responsibility, self discipline self esteem and self reliance.
- Develop children's spiritual dimension by fostering a sense of wonder, joy amazement and love through the Arts provided within school as well as extended curriculum activities.
- To enrich their own and others lives through the development of understanding, appreciation and enjoyment of the Arts.
  
- We aim to encourage lifelong engagement in the Arts by promoting positive attitudes towards enriched, healthy and creative lifestyles.
- Give all children the opportunity to experience a wide range of activities which will enrich their curriculum through detailed planned activities both cross curricular and organized timetabled sessions.
- To give all children opportunities to engage in many different activities.
- To encourage children to look at their world with curiosity, to observe, notice, compare and think.
- To enable pupils to use the creative arts as a means of communication.
- To develop imaginative and original thought.
- To understand that the creative arts exist in all cultures and to appreciate and value their many forms.
- To engender enjoyment, satisfaction and success.



## PRINCIPLES

At Redhill we believe that Art is central to children's development and features regularly in their work across the curriculum. All children regardless of their race, sex, gender, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of the creative arts.

We believe that these Creative Arts enrich the curriculum and can have a positive impact on children's behaviour, attitudes, motivation, imagination, Confidence, attention span, co-operation, collaboration and thinking skills.

Our children will have opportunities to explore and use a wide range of materials to express their ideas supported by looking at the work of and working alongside artists as well as Gallery visits.

## IN PLACE

Our children have the opportunities to explore and use a wide range of materials to express their ideas. Children take part in dance as part of the music and PE curriculum although many of our children also enjoy extending this in their own time as well as extended school activities such as bollywood or street dancing clubs. We also have a drama club which works towards a small sketch developing their skills. This year they performed in 'The Place' theatre in Wellington. Through our extended school programme we offer clubs to extend and develop all children's learning including the Gifted and Talented.

All children will have the opportunity to take part in productions encompassing drama, dance and music during their time in school, for example Christmas productions as well as themed productions organised by class teachers. .

From year three children have the opportunity to learn to play an instrument supported by the county music service. At present there are children in school who have received tuition on the violin, clarinet, keyboard, guitar and recorder.

All children are involved in singing as well as listening to and making music as part of a curriculum. As a school we take part in sing up as well as young voices where we are able to share the talent with other schools nationally. We have a large choir which practice together at least once a week working hard to form a fantastic ensemble.

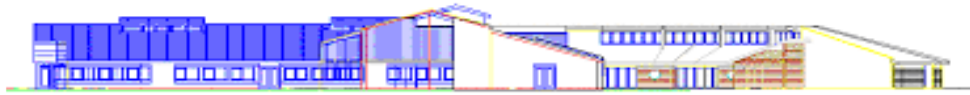
We share our music making in regular concerts which also gives us opportunity for the children who are learning to play an instrument to perform in front of an audience, Children are also given the opportunities to share their music with other children from local schools as well as in regional and national festivals.

Through our enthusiastic staff we are planning and incorporating the arts throughout the core and other foundation subjects as well as the extended curriculum.

### **Whole School Principles and Strategies for Teaching of the Arts.**

This policy brings together elements of music, Art and Design, Literacy (drama) and P.E (dance) policies and is intended to describe the Creative development in our school.

The school has a large number of staff who concentrate on, and are enthusiastic about, The Arts.. These opportunities include class projects, competitions , displaying work in the local community and most recently creating our own Arts exhibition in school. In addition special projects for example Arts week, where a different stimulus is chosen each year: either the work of an artist, a piece of music, a ballet or even a well known author/ book.... And in which all children work around a carousel of activities in family groups across key stages using the whole of creative experiences from dance, design, videoing, painting, large scale outdoor natural collages, music making etc.



## Foundation Stage

During the Foundation Stage, young children should be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children should have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children should be encouraged to develop their own creative ideas.

## Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live

## Key Stage 2

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

Progression through the Arts is planned using the 'Progression of skills document' to ensure that the children receive a broad and balanced curriculum from Foundation stage to Year 6 with coverage of all areas of the Arts.

### For our gifted and talented pupils we will expect:

- A greater range of resources to be used.
- Extension and / or different more challenging tasks to be provided.
- Evidence of progression

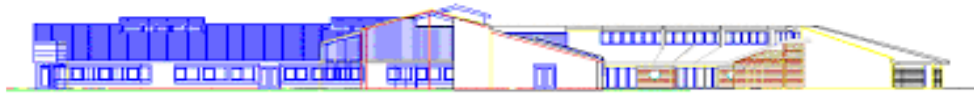
Links with other subjects and elements and areas of the curriculum

At Redhill planning now shows creative inputs through a cross curricular approach, through Literacy, History, Geography, Maths and Computing.

### ROLE OF THE SUBJECT LEADER

The responsibility of the Creative Arts curriculum leader is to;

- Take a lead in policy and the development of a scheme of work to ensure progression and continuity throughout the school.
- To monitor progress through classroom observations and the monitoring of work done and advise the Head teacher on action needed
- To take responsibility for upkeep and storage of resources.
- To keep up-to-date with developments in the teaching of the Creative Arts and relate information to colleagues.
- To maintain an up to date portfolio of work produced throughout the school using samples provided by colleagues.
- To communicate all developments in the subject, e.g. through staff meetings, distributing information, using notice boards.



To liaise with relevant organizations regarding the subject,  
To support colleagues throughout in their planning, teaching where needed or asked.

### **Organisation**

Creative activities can take place in class bases or in specially designated areas. E.g. clay works in technology area, dance workshops in the hall. Responses can be individual, in pairs or collaborative.

### **Classroom organisation**

Teachers are responsible for their own class organisation and incorporating different teaching styles in relation to the Arts. However these should complement and reflect the schools philosophy of aiming to foster pupil's access to, use and care of, resources and equipment.

### **Planning**

The Arts are planned into each terms theme and there are cross – curricular links whenever possible e.g. learning the history of the Tudors through studying 'Portraits ' and writing chronological reports in Literacy by looking at paintings and drawings.

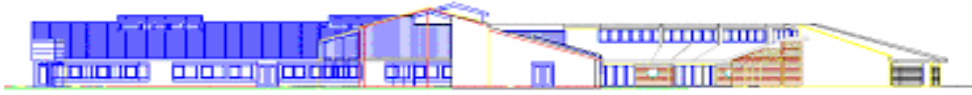
- Teachers should use a variety of starting points and strategies to inspire the children- e.g. a painting; an artefact; a piece of music; a dance; story or poem; a visit by an artist; a craftsmen; a musician; a visit to a gallery; museum, field study centre. Any visit should be clearly planned and have specific learning objectives. (The teacher will have always first visited the site/gallery and talked with the artists to establish the learning outcomes)
- Teachers should plan to teach a range of skills and concepts, together with a range of techniques and methods of working in The Arts, which take account of the previous learning and experiences of the children.
- Teachers should have high, but realistic, expectations which enables the children to achieve their potential whilst encouraging them to practise, develop and extend the skills which they learned.
- Teachers should provide increasing opportunities for the children to make choices from materials and tools, while ensuring that there are appropriate, realistic time slots available for children to complete, review and modify their work. All staff should provide opportunities for the children in their care to have a sense of ownership of their work and to value the work of others through encouraging children to make choices for themselves, based on previous experience.
- Looking at questioning, and responding to the work of other artists, craftspeople and musicians. Discussing, sharing and evaluating their work with others.

### **Development of thinking skills through Arts**

At Redhill School we believe that children learn best when they are able to use and develop their learning styles. The Arts give the opportunity to develop these styles through teaching that is visual, auditory and kinaesthetic.

By using thinking skills children can focus on knowing how as well as knowing what to learn. Many aspects of The Arts contribute to the development of thinking skills.

- Informative – processing skills- enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast.



- **Reasoning skills** – enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think and to make reasoned, informed judgements.
- **Enquiry skills** – enable children to ask relevant questions, pose and define problems, to plan what to do and ways to research, to predict and evaluate outcomes and improve ideas.
- **Creative thinking skills** – enable children to generate and extend ideas, to suggest hypotheses, to apply imagination and to look for innovative outcomes.
- **Evaluation skills** – enable children to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging their own and others work or ideas to have confidence in their judgements.

### **Display and performances**

Children need an audience for their work to give a purpose to their efforts, a pride in their work, to develop their self – confidence in The Arts and to foster a positive attitude towards the Arts.

Children’s visual work is presented carefully and is used as part of a stimulating environment. Work of other artists is displayed as tools and materials are easily accessible. Drama, dance and music are presented after dedicated practise to enable children to achieve a feeling of confidence and pride.

There are numerous ways in which we engage an audience for The Arts in our school; whole school and Key Stage displays, whole school art gallery, local exhibitions, performance to parents, community, other schools, whole school assemblies and our school website.

### **PROGRESSION AND CONTINUITY**

The Arts are closely monitored by coordinators to ensure progression and continuity both in an across Key Stages, giving to consistency of expectations and standards. We recognise that progression involves:

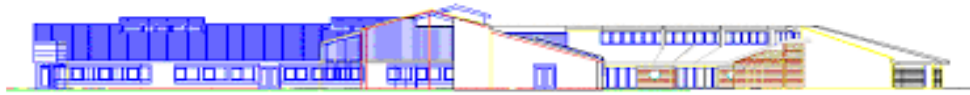
#### **The teacher and children**

- Knowing what is to be achieved
- Knowing the necessary developmental stages to build on what has gone before.
- Recognising how to develop the quality of performance and art work.

#### **A structured planning progress.**

- Within a lesson
- Over a series of lessons
- During a Key stage
- Throughout a whole school experience.
- Whilst we plan cross curricular units, we also build in discrete units of work.

See progression of skills document.



## DIFFERENTIATION

In the interests of continuity and progression, skills are built upon in each successive year group, with understanding that children are individuals and progress at different rates. Planning of The Arts is very detailed and includes provision for different abilities, with specific provision for gifted and talented pupils in all areas. The differences are taken into consideration when planning and differentiation is achieved by;

- Outcome
- Task
- Adult support with equipment and techniques
- Resources
- Grouping
- Questioning
- Activities that are suitable for auditory, kinaesthetic and visual learners.

## SEN/INCLUSION

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. All children regardless of ability, physical ability or any other reason should, and will have equal opportunities and experience at a level appropriate to them and with appropriate support where necessary. Tasks will be carefully matched to the children's understanding and skills and everyone made aware that it is not always the end product, which is most important but how they get there, efforts involved and the skills learnt along the way and much more. Children with special educational needs include those pupils who require intervention and resources that are additional to or different from those provided as part of the school's usual differentiated curriculum.

It is recognised that some children have special needs other than learning difficulties. These may include physical needs, behavioural and emotional needs. In addition we recognise that there are high attaining children who also require additional or different intervention in the form of an extended and enriched curriculum. (See Policy for gifted and able pupils)

These children are taken into consideration when teaching of each session commences by their class teacher who will make adjustments to the session to meet their needs. (See differentiation)

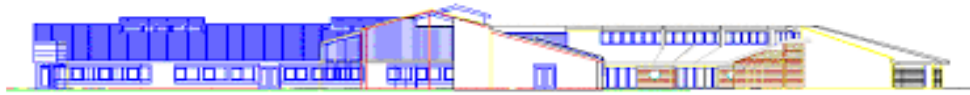
## ASSESSMENT

Assessment will take place according to the school's assessment policy. Formative assessment will be used during the sessions to inform future planning and ensure that individual pupil's needs are met. Children at Redhill are encouraged to discuss, share and evaluate their work with others. All work is planned with clear learning focus and objectives and is evaluated with the criteria in mind. Achievement will be celebrated in a variety of ways including good work assemblies, Key stage sharing assemblies and special events. Summative assessment will be used at the end of each year, enabling judgements to be made about each individual pupil's progress towards the planned objectives these can be supported through the use of level descriptors and the progression of skills documents.

### **Art and Design Sketchbooks.**

The children need to be exposed to the work of artists and craftspeople, and this information is to be recorded in their sketchbook. The sketchbooks are to be used within each session to show the processes and the skills they have developed throughout the topic, telling the journey they have taken.





Each child has their own Art and Design sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

### **Recording Responses**

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes.

Work should be dated with the learning objective so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work  
There are times where it is more appropriate to record on separate sheets of paper that can be stuck in at a later date.

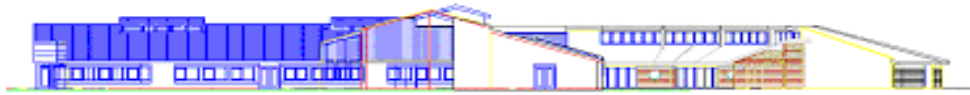
The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

### **EQUAL OPPORTUNITIES**

Redhill has a high proportion of children with English as an additional language and ethnicities. All children have access to The Arts and indeed we celebrate the diversity this brings to our school community. All children are included in The Arts regardless of gender and at Redhill we make a positive discrimination to include boys in dance employing dance companies with good male role models. See Equal Opportunities Policy.



## **Cross Curricular Links**

### **ICT**

All classrooms have mini computer suites and activboard. Digital and video cameras are shared in Key Stages and are kept in good order and up to date. A large sound/computer system is in the hall for use at assemblies, performances, and dance and drama lessons. ICT is planned into all areas of the curriculum and children are highly skilled in using the computers and numerous creative programmes e.g. Kartouche, Revelation Art.

### **Literacy**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

### **Spiritual, moral, social and cultural development**

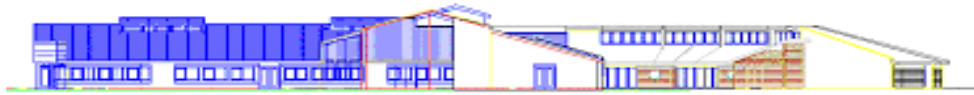
The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

## **RESOURCES**

Redhill is a very well resourced school in terms of actual consumables and hardware, together with knowledgeable staff that are always willing to learn so we can continually improve our provision in The Arts.

### **Extra Curricular Activities**

Redhill offers children in its care numerous after school clubs which give the Art a high profile. Individual members of staff choose to make provision for extra curricular opportunities that extend the experiences of pupils beyond those within lessons. The school continually seeks to extend its range of extra curricular opportunities in the Creative Arts which give the arts a high profile e.g. dance, drama, orchestra, choir, two art clubs and much more. Through the Arts we offer these to develop, extend and enhance children's learning including those who are considered to be Gifted and Talented or SEN. We encourage individual children through invitations.



## HEALTH AND SAFETY

This statement applies to all areas of the Arts:

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils could be taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risk to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps they take to control risks

### Attainment target for art and design

#### Level 1

Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.

#### Level 2

Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.

#### Level 3

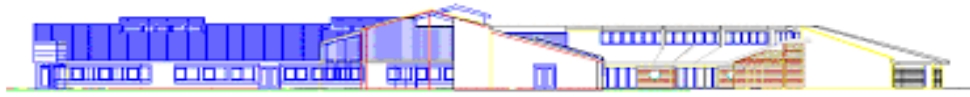
Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

#### Level 4

Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.

#### Level 5

Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.

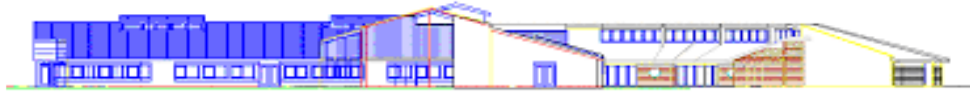


## Appendix x 2

### Progression through techniques

Here is a table which shows the different techniques that children should progress through in relation to the different areas of Art.

Drawing	Painting	3D work	Collage	Printing	Photography	Textiles
Enjoys making marks, signs and symbols on a variety of types of paper	Explores making marks on a variety of papers	Handles, feels and manipulates rigid and malleable materials	Handles different materials from the class "bit box"	Random experimental printing with hands, feet, found materials	Becomes aware of photography as an art form	Handles and manipulates materials such as threads, cottons, wool, raffia, grass
Is spontaneously expressive, using marks, lines and curves	Uses a variety of tools to spread paint - straws, matchsticks as well as brushes	Pulls apart and reconstructs basic shapes	Selects and sorts, cuts, tears, stitches and discusses	Uses one colour of paint or ink on a block	Collects photographs for a theme	Is aware of colour, texture and shape
Uses line to represent objects seen, remembered or imagined	Explores mark-making using thick brushes, foam and sponge brushes	Becomes aware of form, feel, texture, pattern and weight	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Repeating patterns, random or organised, with range of blocks	Is aware that there are famous or specialist photographers	Sorts, collects, discusses and pulls apart cloths and threads
Explores tone using different grades of pencil, pastel and chalk	Experiments with and enjoys colour	Experiments with basic tools on rigid and plastic materials	Engages in more complex activities, e.g. cutting and sewing a variety of materials	Extends repeating patterns - overlapping, using two contrasting colours etc	Develops an awareness of scale, perspective, movement and colour in photography	Stitches and cuts threads and fibres
Uses line and tone to represent things seen, remembered or observed	Creates pattern using different tools and colours	Compares and recreates form and shape to natural and made environments	Has experience of adhesives and decides on the most effective for a given task	Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit,	Develops an awareness of mood, emotions and feelings in photography	Simple weaving with strong wool through a stiff card loom
Explores shading, using different media	Uses colour and marks to express mood	Creates texture using rigid and plastic materials and a variety of tools	Develops skills of overlapping and overlaying	Explores images through monoprinting on a variety of papers	Alters images through collage, jigsaws, positive and negative shapes	Weaves paper, progressing from one to two colours
Draws familiar things from different viewpoints	Represents things observed, remembered or imagined, using colour/tools	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials	Develops awareness of contrasts in texture and colour	Explores images and recreates texture using wallpaper, string, polystyrene etc	Experiences a variety of lenses - cameras, telescopes, binoculars	Able to discriminate between materials
Uses line, tone and shade to represent things seen, remembered or imagined	Introduces different types of brushes for specific purposes	Recreates 2D images in a 3D piece (eg the houses of the three little pigs)	Experiments with creating mood, feeling, movement and areas of interest	Explores colour mixing through printing, using two colours and a variety of materials	Is aware of the use of lenses and their effects on images	Prints on fabrics
Is happy to experiment with line, tone and shade	Explores the effect on paint of adding water, glue, sand, sawdust	Shows an awareness of texture, form and shape by recreating an image in 3D form	Interprets stories, music, poems and other stimuli	Uses printing to represent the natural environment	Experiences the effect of light and magnification on transparencies	Simple stitching - uses a long needle to make straight stitches
Uses a range of materials to produce line, tone and shade	Introduces primary and secondary colours with the addition of black and white and other hues	Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work	Uses the natural environment or townscapes as a stimulus	Compares own image and pattern making with that of well-known artists (William Morris)	Explores creative slide-making using felt pens, feathers, gauzes and food dyes	Uses contrasting colours in stitching and weaving



Selects appropriate media and techniques to achieve a specific outcome	Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	Selects and uses materials to achieve a specific outcome	Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Is aware of processes by which photographs and slides are developed	Dyes fabrics using tie-dye, batik etc
	Uses different methods, colour and a variety of tools and techniques to express mood	Looks at 3D work from a variety of genres and cultures and develops own response through experimentation	Embellishes, using a variety of techniques, including drawing, painting and printing	Recreates images through relief printing using card	Makes a flick book to give the impression of movement	Develops an awareness of the natural environment through colour matching
	Investigates symbols, shapes, form and composition	Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures	Develops experience in embellishing, using more advanced stitching and appliqué techniques	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief	Understands that camcorders and videos are forms of photography and the principles of how they work	Uses plaiting, pinning, stapling, stitching and sewing techniques
	Uses techniques, colours, tools and effects to represent things seen, remembered or imagined	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Applies knowledge of different techniques as a form of expression	Recreates a scene remembered, observed or imagined, through collage printing	Creates simple images on photographic paper by placing shapes and materials on paper and fixing	Stitching - using various needles to produce more complex patterns
	Explores the effect of light and colour, texture and tone on natural and man-made objects		Designs an artefact, using knowledge of techniques, for a specific outcome	Designs prints for fabrics, book covers and wallpaper	Explores negative and positive	Cuts and stitches patterns
				Carries out screen printing	Build a pinhole camera and uses it to explore close-up and distant images, ghost images, movement	Experiments with soft sculpture; cuts and joins patterns, embellishing the components
				Experiments with approaches used by other artists	Superimposes using a combination of techniques and photographs	Designs shapes, tie-dyes, batiks and prints for a specific outcome
					Is aware of all basic principles and processes of photography, together with its limitations	