



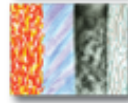
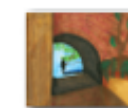


## Reed First School Curriculum Map for Art

During each academic year, our planning ensures that the children have opportunities to engage in a variety of art forms. We state which elements and mediums of art are being taught and applied and its inspiration. We ensure that all elements are taught each year and a range of mediums are used through the year. Our curriculum map also specifies the inspiration for each piece of work.

### Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.

<i>Elements</i>		
Line		<b>Line:</b> A mark made by a pointed tool such as a brush, pencil, pastel, stick, pen as a moving point.
Shape		<b>Shape:</b> Use of shape to create recognisable forms to appear two dimensionally.
Colour		<b>Colour:</b> Colour is used through pure colours to create tones, tints and shades. Pure colours are primary, secondary and tertiary. Tones are created by adding grey to these colours, tints are made by adding white and shades by adding black.
Form		<b>Form:</b> Takes up space and volume. They are created to be able to be viewed from many sides three dimensionally.
Texture		<b>Texture:</b> Describes the feel of a surface. It can be real or imagined.
Space		<b>Space:</b> Used to create an illusion of depth. Space can be three dimensional, two dimensional, positive and or negative.

<i>Mediums</i>	<i>Inspiration</i>
Painting	Artist
Drawing	Designer
Sculpture	Architect
Collage and montage	Environment
Photography	Culture
Printing	
Textiles	

# Early Years

Statutory framework for the Early Years foundation stage: The most relevant statements for Art are taken from the following areas of learning:

- Personal, Social, Educational Development
- Physical Development
- Expressive Arts and Design

Statutory framework for the Early Years foundation stage:

Physical Development: Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Expressive Arts and Design 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.

<div>End Points Nursery: PSED:</div> <ul style="list-style-type: none"><li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li></ul> <div>PD:</div> <ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Choose the right resources to carry out their own plan.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li></ul> <div>EAD:</div> <ul style="list-style-type: none"><li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li><li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</li><li>• Show different emotions in their drawings – happiness, sadness, fear, etc.</li></ul>	<div>End points Reception: PSED:</div> <ul style="list-style-type: none"><li>• Build constructive and respectful relationships.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Think about the perspectives of others</li></ul> <div>PD:</div> <ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li></ul> <div>EAD:</div> <ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul> <div><u>Early Learning Goals:</u> <u>Personal, Social and Emotional Development ELG</u> Self-Regulation ELG Children at the expected level of development will:<ul style="list-style-type: none"><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li></ul>Building Relationships ELG Children at the expected level of development will:<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li></ul><u>Expressive Arts and Design ELG:</u> Creating with Materials ELG Children at the expected level of development will:<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li><li>• Share their creations, explaining the process they have used</li></ul><u>Physical Development ELG:</u> Fine Motor Skills ELG Children at the expected level of development will:<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li><li>• Begin to show accuracy and care when drawing.</li></ul></div>
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Take One Artist – Each year, the whole school will study the life and work of one of the greats in art. Each class will be given one of the artist’s work as inspiration to achieve the following:

- Piece links: Work links back to the focus painting
- Investigative approach: Projects are shaped by child-led research
- Process: Children have the opportunity to learn a new process inspired by the painting
- Cross-curricular learning: Projects make meaningful links across the curriculum
- Community: Learning involves people or places in the local community

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for Art when they enter Year One. Inspiration for opportunities to develop skills in mediums will be planned through play opportunities both adult and child lead. Using the Key Stage One and Two categories of **mediums and elements**, the key skills and knowledge are identified below, key vocabulary to introduce is in bold:

Early Years	Painting and Drawing		Photography		Collage and Montage	
	End Points Nursery	End Points Reception	End Points Nursery	End Points Reception	End Points Nursery	End Points Reception
	Explore <b>colour</b> and colour mixing using a range of tools to <b>mix</b> including hands. Name the <b>primary</b> colours. Mark make using paint on a variety of flat and upright surfaces. Begin to paint recognisable objects. Draw with increasing detail, such as representing a face with a circle and including some facial features. Explore <b>line</b> making by creating thicker, thinner, longer, shorter, curved lines.	A variety of brushes of different sizes are used with accuracy. Elements are added to paint to explore recreating <b>textures</b> in <b>painted</b> images. Mix <b>primary</b> colours (red, yellow, blue) to make <b>secondary</b> colours (orange, purple, green) Paint recognisable objects. Printed photographs are <b>drawn</b> on to find <b>shape</b> . Mirrors are used both flat and upright to draw from / directly onto using a range of mediums. Displayed and found objects are captured through drawing where recognisable features are included. Drawings demonstrate purposeful <b>lines</b> and <b>marks</b> .	Use a digital <b>camera</b> with guidance to capture <b>views</b> of moments and objects of interest.	Can take <b>portrait photographs</b> of each other. Use a digital camera independently to capture moments and objects of interest.	Explore different materials freely, to develop their ideas about how to use them and what to make. Use a variety of media: photocopied material, fabric, crepe paper, magazines with support begin to <b>cut, tear, layer, rumple, fold</b> . Use one-handed tools and equipment, for example,	Use a variety of media: photocopies material, fabric, crepe paper, magazines to <b>cut, tear, layer, rumple, fold</b> independently. Develop their small motor skills so that they can use a range of tools competently, safely and confidently to <b>cut</b> .  Use a variety of media: photocopies, magazines to <b>cut, tear, layer</b> independently.

		When colouring spaces, control is kept to within the <b>space</b> or surface.			making snips in paper with scissors.	.
	For example: self-portraits, observational drawings, paintings inspired by interests and topics.		For example: capture images of friends, events, made objects.		For example: Explore using photographic images and drawing, to develop their ideas about how to make an image. Use own photographs to create a montage. Continue an image from a photograph following lines, shapes and colours.	
	<b>Sculpture</b>		<b>Textiles</b>		<b>Printing</b>	
	<p><b>End Points Nursery</b> Develop the skills <b>to roll, pull, squeeze, pinch</b> malleable materials into balls, snakes. Make holes or hollows in the materials with different tools. <b>Press</b> print objects around them into the malleable materials to add detail. <b>Cut</b> into malleable materials to make <b>shapes</b> and holes.</p> <p>Explore different <b>materials</b> freely, to develop their ideas about how to use them and what to make. Use natural objects to make <b>patterns</b> on the ground.</p> <p>Develop their own ideas and then decide which materials to use to express them. <b>Join</b> different materials and explore different <b>textures</b>. Choose to <b>mark</b> make on a variety of malleable surfaces using natural materials to create <b>lines</b> and <b>shapes</b>.</p>	<p><b>End Points Reception</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently to <b>roll, cut</b> and <b>shape</b>. <b>Carve</b> into malleable and <b>smooth</b> clay to create the chosen <b>textures</b>. Use one piece of malleable material to successfully make a recognisable object by <b>coiling, pushing, moulding</b>.</p> <p>Use natural objects to make <b>patterns</b> and recognisable images on the ground. Talk about sculpture in the environment, what it can be made of and what it is about.</p>	<p><b>End Points Nursery</b> Explore different <b>textiles</b> with their hands. Use scissors to <b>cut</b> and <b>trim</b> fabric, <b>yarn</b> and <b>string</b>. Spread <b>glue</b> and stick fabric, yarn and wool on to a chosen surface. Use objects to <b>paint</b> and <b>print</b> onto fabric. Use <b>wax crayons</b> on fabric, then paint to see <b>resistance</b>. Explore fabrics with larger <b>holes</b> and use as a frame to <b>weave</b>.</p>	<p><b>End Points Reception</b> Use graphic materials such as <b>oil pastels, pens</b> and <b>wax crayons</b> to make <b>marks</b> and <b>drawings</b> on fabric. <b>Paint</b> over these to explore <b>resist</b> effects. Explore fabrics with smaller <b>holes</b> and use as a frame to <b>weave</b> using fingers or large plastic <b>needles</b>. Explore <b>wrapping, weaving, tying, looping</b> and <b>sticking</b> to <b>join</b>.</p>	<p><b>End Points Nursery</b> Experiment with objects around them to <b>print</b> to create <b>marks, shapes</b> and <b>lines</b> by <b>pressing</b>. Press print objects around them into malleable materials. Use objects with a <b>textured surface</b> to make <b>rubbings</b>.</p>	<p><b>End Points Reception</b> Select found objects for particular <b>marks, shapes</b> and <b>lines</b> to create a chosen effect. Choose objects to print because of their <b>shape</b> or <b>texture</b>. Create printed <b>patterns</b>.</p>
	<p>For example: Layer and balance materials or objects to make a three dimensional sculpture. Use found natural objects to create three dimensional pieces and patterns; join with natural materials by sticking, tying. Suggested artist: Azuma Makato – frozen flowers</p>		<p>For example: Make hangings using fabrics and threads and decorate with a variety of materials.</p>		<p>For example: Leaf printing and rubbings, playdough printing with found objects. Light / dark star printing with cutters, sponges.</p>	

Opportunities for art will be seen in both continuous and adult and child lead provision. There will be clear learning in expressive arts and design both inside and outside. Teachers will ensure opportunities to experience all mediums during every child’s time in Early Years to enable them to embed the skills needed as they then move into the KS1 art curriculum.



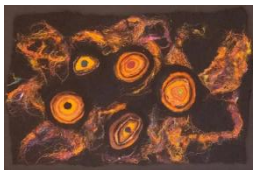



KEY STAGE ONE

National Curriculum: **Key stage 1** 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.

Take One Artist – Each year, the whole school will study the life and work of one of the greats in art. Each class will be given one of the artist’s work as inspiration to achieve the following:

- Piece links: Work links back to the focus painting
- Investigative approach: Projects are shaped by child-led research
- Process: Children have the opportunity to learn a new process inspired by the painting
- Cross-curricular learning: Projects make meaningful links across the curriculum
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Key Stage One A Year				Key Stage One B Year															
<table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Line Shape Colour</td><td>Drawing Painting Printing</td><td>Artist</td></tr></table>			Elements	Mediums	Inspiration	Line Shape Colour	Drawing Painting Printing	Artist	<div>Concentric colours</div> <div></div> <div>Artist: A study of colour using the work of Wassily Kandinsky as inspiration. Squares with Concentric Circles 1913</div>	<table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Line Shape Colour Texture</td><td>Drawing Painting Photography Montage</td><td>Environmental Artist and author</td></tr></table>			Elements	Mediums	Inspiration	Line Shape Colour Texture	Drawing Painting Photography Montage	Environmental Artist and author	<div>Seascapes</div> <div></div> <div>A study of Tove Jansson  Photography from visit to the seaside.</div>
Elements	Mediums	Inspiration																	
Line Shape Colour	Drawing Painting Printing	Artist																	
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<table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Line Shape Colour Texture Form</td><td>Drawing Textiles (felting) sculpture</td><td>Culture Textile artist</td></tr></table>			Elements	Mediums	Inspiration	Line Shape Colour Texture Form	Drawing Textiles (felting) sculpture	Culture Textile artist	<div>Remember, Remember the 5<sup>th</sup> November</div> <div></div> <div>Fabric artist: Fire by Anne Slater</div>	<table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Line Shape Texture Colour Space</td><td>Drawing Painting Printing Collage</td><td>Historical artefacts and print designs</td></tr></table>			Elements	Mediums	Inspiration	Line Shape Texture Colour Space	Drawing Painting Printing Collage	Historical artefacts and print designs	<div>London's Burning</div> <div></div> <div>Printer: Samuel Rolle</div>
Elements	Mediums	Inspiration																	
Line Shape Colour Texture Form	Drawing Textiles (felting) sculpture	Culture Textile artist																	
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Elements	Mediums	Inspiration																	
Line Shape Colour Space	Drawing Montage Photography	Local Environment Artist and architect																	
Elements	Mediums	Inspiration																	
Form Shape Texture Colour	Environmental Sculpture - clay	Environment Environmental sculptor																	

Key vocabulary in bold

Drawing		Painting		Sculpture	
End points Year 1	End points Year 2	End points Year 1	End points Year 2	End points Year 1	End points Year 2
Use <b>viewfinders</b> to focus on a particular area Find and <b>draw</b> different types of <b>lines</b> – <b>wavy, thick, thin, broken, zig zag...</b> <b>Draw</b> objects from <b>observation</b> for longer and sustained periods of time. <b>Blend</b> pencil using finger, tissue, cotton bud or another pencil.	Begin to add life and <b>shape</b> to their work.  Begin to show <b>pattern</b> and <b>texture</b> in their <b>drawing</b> . Begin to turn a <b>shape</b> into a <b>form</b> .  Show careful <b>observation</b> of <b>shading</b> as <b>shadow</b> and <b>darker, lighter</b> areas.	Mix <b>primary</b> and <b>secondary</b> colours to make <b>tertiary</b> colours.  Use a range of brushes to make <b>marks</b> choosing <b>thickness</b> of brush to suit purpose.	Use a colour wheel to explore <b>colour</b> recognising <b>hot</b> and <b>cold</b> colours on the wheel. Use different types of <b>paint</b> application. Mix <b>primary</b> and <b>secondary</b> colours to make <b>tertiary</b> colours which match the intended subject. Show a variety of brush strokes to represent <b>texture</b> .	Begin to join <b>clay</b> together. Add <b>line</b> and <b>shape</b> to their work. <b>Cut</b> clay into <b>shapes</b> and decorate. <b>Paint</b> clay to achieve <b>colour</b> . Begin to <b>fix</b> and <b>join</b> different materials by <b>weaving</b> and <b>layering</b> . Explore different <b>textures</b> .	Independently, <b>cut</b> shapes from clay to add to clay bases. Use clay to sculpt <b>shape</b> and <b>form</b> Use <b>patterns</b> to <b>decorate</b> clay. <b>Join</b> clay successfully remembering to <b>score</b> and add <b>slip</b> . (scratch and slip method) <b>Mix colour</b> with clay. <b>Paint</b> clay with some control and use of <b>pattern</b> . <b>Smooth</b> and <b>join</b> to get a good <b>finish</b> .

Printing		Photography		Montage and collage		Textiles	
End points Year 1	End points Year 2	End points Year 1	End points Year 2	End points Year 1	End points Year 2	End points Year 1	End points Year 2
<b>Design</b> own <b>blocks</b> with card. Show different <b>lines, shapes</b> and <b>textures</b> through printing. Develop printing using found objects by creating more complex <b>patterns</b> .	Continue to develop <b>mono printing</b> by <b>mixing colours</b> Create prints by <b>pressing, rolling, rubbing</b> and <b>stamping</b>	Use a <b>digital camera</b> to capture moments and <b>objects</b> of interest. Use own <b>photographic image</b> and those of others to create one piece using parts of a variety of images.	Create their own picture and <b>edit</b> their own work using an editing package. Take <b>photos</b> displaying different <b>moods</b> Use own photographic <b>image</b> and those of others to create one piece using parts of a variety of images.Combine <b>digital</b> and <b>drawn images</b> to create one <b>composition</b> .	Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. <b>colour, texture</b> . <b>Fold, crumple, tear, cut</b> and <b>overlap</b> papers making choices for technique to match purpose.	Use different types of paint application on their <b>collage</b> and explain why. Make clear bold <b>shapes</b> through careful <b>cutting</b> and <b>tearing</b> . Use techniques of studied artists, for example use of <b>pastel</b> to add detail, <b>texture</b> to paper <b>shapes</b> .	Learn the textile technique of felting. Use simple <b>stitching</b> into <b>fabric</b> pictures.	Add <b>layers</b> to build the picture. Show growing control over fibre placement for <b>shape</b> .









KEY STAGE TWO

National Curriculum: **Key stage 2** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Take One Artist – Each year, the whole school will study the life and work of one of the greats in art. Each class will be given one of the artist’s work as inspiration to achieve the following:

- Piece links: Work links back to the focus painting
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- Community: Learning involves people or places in the local community

Lower KS2 A Year			Lower KS2 B Year																
Stone Age Bone Age			A moment captured																
<table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Line Shape Colour Texture</td><td>Drawing Painting Printing Collage</td><td>Environment Culture</td></tr></table>	Elements	Mediums	Inspiration	Line Shape Colour Texture	Drawing Painting Printing Collage	Environment Culture		Art as evidence: capturing the past. Study of stone age art to share knowledge the <b>culture</b> of life in the past including simulating <b>techniques</b> used.		<table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Line Shape Colour Form</td><td>Drawing Painting Sculpture</td><td>Environment Culture</td></tr></table>	Elements	Mediums	Inspiration	Line Shape Colour Form	Drawing Painting Sculpture	Environment Culture		– Beowulf scenes A study of arms and hands.	
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<table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Line Shape Colour Form</td><td>Painting Photography Collage Montage Textiles</td><td>Environment Artist – Rousseau</td></tr></table>	Elements	Mediums	Inspiration	Line Shape Colour Form	Painting Photography Collage Montage Textiles	Environment Artist – Rousseau		Forest  Artist: Use a <b>digital</b> camera to capture <b>images</b> to represent the rainforest using close up shots of leaves and plants locally. Use painting techniques to create a bank of painted pages of different <b>textures</b> and <b>colours</b> to bring together into one composition to recreate part of <b>Rousseau’s Surprised</b> . Use and colour <b>textiles</b> to add to the texture.		<b>Riverbank</b> <table><tr><th>Elements</th><th>Mediums</th><th>Inspiration</th></tr><tr><td>Shape Colour Form Space</td><td>Textiles Drawing Sculpture</td><td>Environment Artist designer</td></tr></table>	Elements	Mediums	Inspiration	Shape Colour Form Space	Textiles Drawing Sculpture	Environment Artist designer		Artist Ashley Owen. Inspired by the shady creeks and riverbanks of Northern California's West Coast forest.	
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Line Shape Colour Form	Painting Photography Collage Montage Textiles	Environment Artist – Rousseau																	
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Mountain			Egyptians																
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Drawing		Painting		Sculpture	
End points Year 3	End points Year 4	End points Year 3	End points Year 4	End points Year 3	End points Year 2
Understand the different <b>grades</b> of <b>pencil</b> and use them to mark make and <b>shade</b> ( <b>cross hatch</b> , <b>dot dash</b> , <b>circle</b> , <b>spiral</b> ) Use small sketches to produce a final piece Work with <b>charcoal</b> and <b>ink</b> to experiment further with <b>lines</b> and <b>shading</b> . Use shading to create <b>tone</b> Use different pressures to create <b>hard</b> and <b>soft lines</b> .	Draw demonstrating an understanding of <b>line</b> , <b>tone</b> , <b>scale</b> , <b>texture</b> and <b>depth</b> . Use mirrors, viewfinders, magnifying glasses to aid <b>observation</b> Show <b>reflections</b> , <b>shadows</b> . Make images with <b>background</b> , <b>foreground</b> and <b>middle-ground</b> and use <b>perspective</b> .	Use different <b>brushes</b> and found <b>natural</b> materials for brushes for different <b>effects</b> and <b>lines</b> . Select an appropriate <b>brush type</b> , <b>size</b> and <b>style</b> depending on the task Can <b>mix colours</b> with accuracy and purpose Recognise and make <b>contrasting</b> and <b>complimentary</b> colours to help the composition. Create a <b>background</b> using a <b>wash</b> Use different brushes for different <b>effects</b> which are controlled. Explore links between <b>colours</b> and <b>feelings</b> .	Work in <b>monochrome</b> (shades of one colour) Use <b>shading</b> in their painting to create <b>feelings</b> <b>Mix and match colours</b> for purposes (e.g. skin colours) Know how to add white to create <b>tints</b> , grey to make <b>tones</b> and black to make <b>shades</b> Mix different <b>thicknesses</b> of paints to create <b>texture</b> . Combine <b>visual</b> and <b>tactile</b> qualities.	Use drawings to show <b>shape</b> and <b>form</b> to plan sculptures. <b>Sculpt</b> chosen material into a variety of <b>shapes</b> . Build up from a <b>flat surface</b> .	Make a <b>sculpture</b> using a range of <b>materials</b> . Create art works from <b>natural materials</b> to show different aspects of the same object. Show awareness of <b>views</b> of the sculpture from a variety of angles. Join materials with care and attention to <b>finish</b> .

Printing		Photography		Montage and collage		Textiles	
End points Year 3	End points Year 4	End points Year 3	End points Year 4	End points Year 3	End points Year 4	End points Year 3	End points Year 4
Carve in to a flat tile using more than one <b>layer</b> . Make and <b>press print</b> in 2 colours Make <b>texture</b> presses to add to print. Print onto paper using range of <b>tools</b> to mark make.	Explain why they have chosen specific materials to draw with. Can <b>press print</b> using 4 colours by <b>layering</b> images and colours. Can create accurate print design. Print onto different materials.	Use a <b>digital</b> camera to experiment with <b>poses</b> and profiles. Print results and use to create a <b>montage</b> of images to make use of in the portrait. Begin to <b>edit</b> their own work using an editing package.	Use a <b>digital</b> camera to experiment with <b>poses</b> and profiles. Print results and use to create a <b>montage</b> of images to make use of in a <b>themed image</b> with well thought out <b>placement</b> . <b>Edit</b> their own work using an editing package.	Experiment with a range of <b>collage</b> techniques such as <b>tearing</b> , <b>overlapping</b> and <b>layering</b> to create <b>images</b> and represent <b>textures</b> .	Combine <b>visual</b> and <b>tactile</b> qualities.	Work back into textiles with <b>stitching</b> , <b>sequins</b> , <b>buttons</b> . Use patterns from different times, places and <b>cultures</b> as a starting point for design Decorate fabric with <b>tie dye</b> , <b>dip dye</b> , <b>batique</b> . Use more than one type of <b>stitch</b> . Use <b>applique</b> .	Use plaiting, pinning, stitching and sewing techniques. Work back into fabrics with <b>stitching</b> , <b>collage</b> , adding <b>embellishments</b> . Change fabric structures by <b>pulling threads</b> out of hessian and replacing with coloured threads Use <b>applique</b> and <b>layering</b> .