



## Four Oaks Primary School Art and Design Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work of Artists (Statutory)	<ul style="list-style-type: none"> <li>• Notice what other children &amp; adults do, mirroring what is observed</li> <li>• Practise artist's techniques</li> <li>• Discuss likes &amp; dislikes about artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Respond imaginatively to artworks &amp; objects</li> <li>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects</li> </ul>	<ul style="list-style-type: none"> <li>• Study the work of a range of great artists, craft makers and designers and have a basic understanding of their historical and cultural background</li> <li>• To start to make simple evaluations and comments about an artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Give reasons for his/her preferences when looking at art/craft or design work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Know about some of the great artists, architects and designers in history and describe their work</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Know about some of the great artists, architects and designers in history and describe their work.</li> <li>• Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</li> <li>• Explain and justify preferences towards different styles and artists.</li> </ul>

Exploring and Evaluating Ideas (Statutory)	<ul style="list-style-type: none"> <li>• Notice what other children &amp; adults do, mirroring what is observed</li> <li>• Practise artist's techniques</li> <li>• Discuss likes &amp; dislikes about artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Respond imaginatively to artworks &amp; objects</li> <li>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects</li> </ul>	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observations.</li> <li>• Develop and share their ideas, try things out and make changes.</li> <li>• Explain what he/she likes about the work of others.</li> <li>• Know the names of tools, techniques and elements that he/she uses.</li> <li>• Develop perseverance when faced with a new challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observations.</li> <li>• Ask and answer questions about starting points for their work.</li> <li>• Develop and share their ideas, try things out and make changes.</li> <li>• Try out different activities and make sensible choices about what to do next.</li> <li>• Describe the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• Think critically about their art and design work.</li> <li>• Select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>• Develop perseverance when faced with a new challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Record and explore ideas from first hand observations, experience and imagination and ideas for different purpose.</li> <li>• Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</li> <li>• Think critically about their art and design work.</li> <li>• Demonstrate perseverance and resilience when faced with a challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use a sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Record and explore ideas from first hand observations, experience and imagination and ideas for different purpose.</li> <li>• Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</li> <li>• Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</li> <li>• Think critically about their art and design work.</li> <li>• Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</li> <li>• Demonstrate perseverance and resilience when faced with challenge.</li> <li>• Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sketch books to record their observations and use to review and revisit ideas.</li> <li>• Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</li> <li>• Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</li> <li>• Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</li> <li>• Think critically about their art and design work.</li> <li>• Evaluate his/her work against their intended outcome.</li> <li>• Demonstrate perseverance and resilience when faced with challenge.</li> <li>• Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sketch books to record their observations and use to review and revisit ideas.</li> <li>• Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</li> <li>• Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</li> <li>• Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</li> <li>• Think critically about their art and design work.</li> <li>• Evaluate his/her work against their intended outcome.</li> <li>• Refine his/her use of learnt techniques.</li> <li>• Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</li> <li>• Demonstrate perseverance and resilience when faced with challenge.</li> <li>• Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</li> </ul>
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Drawing (Statutory)	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>• Begin to use a variety of drawing tools</li> <li>• Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>• Show different emotions in their drawings</li> <li>• Explore colour &amp; colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools competently &amp; safely</li> <li>• Explore different textures. Encourage accurate drawings of people</li> <li>• Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>• Explore, use &amp; refine colour mixing techniques</li> <li>• Use colour for purpose, including creating moods</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</li> <li>• Draw lines and shapes from observations using different surfaces.</li> <li>• Invent lines and shapes in drawing.</li> <li>• Explore mark-making using a variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.</li> <li>• Draw lines and shapes from observations using different surfaces.</li> <li>• Invent lines and shapes in drawing.</li> <li>• Investigate tone by drawing light/dark lines, patterns and shapes.</li> <li>• Investigate pattern and texture by describing, naming, rubbing and copying.</li> <li>• Experiment with tones using pencils, chalk or charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw for a sustained periods of time.</li> <li>• Use a sketchbook to collect and develop ideas from a range of sources.</li> <li>• Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc</li> <li>• Experiment with different grades of pencil to achieve varied tone.</li> <li>• Create texture and pattern in drawing with a range of implements.</li> <li>• Explore shading, using different media.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw for a sustained periods of time.</li> <li>• Use a sketchbook to collect and develop ideas from a range of sources.</li> <li>• Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc</li> <li>• Experiment with different grades of pencil to achieve varied tone.</li> <li>• Create texture and pattern in drawing with a range of implements.</li> <li>• Explore shading, using different media.</li> <li>• Draws familiar objects with correct proportions.</li> <li>• Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on sustained, independent, detailed drawings.</li> <li>• Develop close observational skills.</li> <li>• Use a sketchbook to collect and develop ideas.</li> <li>• Experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</li> <li>• Use different techniques for different purposes i.e. shading, hatching, blending.</li> <li>• Develop drawing using tonal contrast and mixed media.</li> <li>• Begin to use simple perspective in their work i.e. by using single focal point on horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</li> <li>• Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on sustained, independent, detailed drawings.</li> <li>• Develop close observational skills.</li> <li>• Use a sketchbook to collect and develop ideas.</li> <li>• Experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</li> <li>• Use different techniques for different purposes i.e. shading, hatching, blending.</li> <li>• Develop drawing using tonal contrast and mixed media.</li> <li>• Begin to use simple perspective in their work i.e. by using single focal point on horizon.</li> <li>• Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</li> </ul>
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Painting (Statutory)	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>• Begin to use a variety of tools</li> <li>• Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>• Show different emotions in their drawings</li> <li>• Explore colour &amp; colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools competently &amp; safely</li> <li>• Explore different textures. Encourage accurate drawings of people</li> <li>• Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>• Explore, use &amp; refine colour mixing techniques</li> <li>• Use colour for purpose, including creating moods</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques i.e. brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Experiment with tools and techniques e.g. layering, mixing.</li> <li>• Name and mix primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques i.e. brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Experiment with tools and techniques e.g. layering, mixing.</li> <li>• Name and mix primary colours, shades and tones</li> <li>• Create textured paint by adding material, i.e. sand or plaster.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</li> <li>• Create different effects and textures with paint.</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</li> <li>• Mix primary and secondary colours, use tints and shades and use the correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different effects and textures including blocking in colour, washes, thickened paint, bleeds and splashes creating textural effects, adding depth and distance.</li> <li>• Create different effects and textures with paint.</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</li> <li>• Use language of, and mix, primary and secondary colours and use tints and shades.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Experiment with different media and materials for painting.</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Mix colours to express mood, divide foreground from background or demonstrate tones.</li> <li>• Identify, mix and use primary, secondary, complimentary and contrasting colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Experiment with different media and materials for painting.</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Identify, mix and use primary, secondary, complimentary and contrasting colours.</li> <li>• Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. Produce intricate patterns and textures in a malleable media.</li> <li>• Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</li> </ul>
3D Design / Sculpting (Statutory)	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop ideas about how to use them &amp; what to make</li> <li>• Join different materials &amp; explore different textures</li> <li>• Handling, feeling, enjoying and manipulating materials</li> <li>• Use variety of construction materials</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment to create different textures</li> <li>• Use tools to create different textures</li> <li>• Use a range of materials to create different textures</li> <li>• Manipulate materials to have a planned effect</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading.</li> <li>• Explore sculpture with a range of malleable media.</li> <li>• Make structures by joining simple objects together. Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading.</li> <li>• Explore sculpture with a range of malleable media.</li> <li>• Work safely with materials and tools.</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination.</li> <li>• Develop skills in joining, extending and modelling clay.</li> <li>• Use papier mache to create simple 3D effects</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Create textures and patterns in malleable materials including clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination.</li> <li>• Develop skills in joining, extending and modelling clay.</li> <li>• Use papier mache to create simple 3D effects</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Create textures and patterns in malleable materials including clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation and imagination.</li> <li>• Use recycled, natural and manmade materials to create sculptures.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Develop skills in using clay including slabs, coils, slips etc.</li> <li>• Produce patterns and textures in malleable materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation and imagination.</li> <li>• Use recycled, natural and manmade materials to create sculptures.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Develop skills in using clay including slabs, coils, slips etc.</li> <li>• Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</li> </ul>

<b>Digital Media (Non-Statutory)</b>	<p>Technology has been taken out of the new EYFS outcomes. However, Nursery still provide opportunities for children to access and explore different types of technology</p> <ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them.</li> </ul>	<p>Technology has been taken out of the new EYFS outcomes. However, Reception still provide opportunities for children to access and explore different types of technology</p> <ul style="list-style-type: none"> <li>• Explore how things work.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, iPads</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, iPads</li> <li>• Record visual information digitally.</li> <li>• Use a simple graphics package to create images and effects with lines, shapes, colour and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, iPads.</li> <li>• Record, collect and store visual information digitally.</li> <li>• Present recorded visual images using software e.g. Photostory, Powerpoint.</li> <li>• Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, iPads.</li> <li>• Record, collect and store visual information digitally.</li> <li>• Present recorded visual images using software e.g. Photostory, Powerpoint.</li> <li>• Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, iPads.</li> <li>• Record, collect and store visual information digitally.</li> <li>• Present recorded visual images using software e.g. Photostory, Powerpoint.</li> <li>• Use a graphics package to import or create/manipulate images.</li> <li>• Create digital layered images from original ideas in sketchbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, iPads.</li> <li>• Record, collect and store visual information digitally.</li> <li>• Present recorded visual images using software e.g. Photostory, Powerpoint.</li> <li>• Use a graphics package to import or create/manipulate images.</li> <li>• Create digital layered images from original ideas in sketchbooks.</li> </ul>
<b>Printing (Non-Statutory)</b>	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>• Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>• Explore colour &amp; colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools competently &amp; safely</li> <li>• Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>• Explore, use &amp; refine colour mixing techniques</li> <li>• Use colour for purpose, including creating moods</li> </ul>	<ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables.</li> <li>• Make simple prints i.e. mono-printing.</li> <li>• Design and build repeating patterns and recognise pattern in the environment.</li> <li>• Make marks in print using found objects and basic tools and use these to create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables.</li> <li>• Take simple prints i.e. mono-printing.</li> <li>• Design and build repeating patterns and recognise pattern in the environment.</li> <li>• Create simple printing blocks for press print.</li> <li>• Experiment with overprinting motifs and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Create printing blocks using relief or impressed method.</li> <li>• Develop print techniques i.e. mono-printing, block printing, relief or impressed method.</li> <li>• Create repeating patterns.</li> <li>• Print with two colour overlays.</li> </ul>	<ul style="list-style-type: none"> <li>• Create printing blocks using relief or impressed method.</li> <li>• Develop print techniques i.e. mono-printing, block printing, relief or impressed method.</li> <li>• Create repeating patterns.</li> <li>• Print with two colour overlays.</li> </ul>	<ul style="list-style-type: none"> <li>• Create printing blocks using sketchbook ideas</li> <li>• Develop techniques i.e. mono-printing, block printing, relief/impressed method</li> <li>• Experiment with overprinting motifs and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Create printing blocks using sketchbook ideas</li> <li>• Develop techniques i.e. mono-printing, block printing, relief/impressed method</li> <li>• Experiment with overprinting motifs and colour.</li> </ul>

<b>Textiles (Non-Statutory)</b>	<ul style="list-style-type: none"> <li>• Join different materials &amp; explore different textures</li> <li>• Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Choose fabrics/threads based on colour, texture and shape.</li> <li>• Cut and shape fabric using scissors/snips.</li> <li>• Sort, cut and shape fabrics and experiment with ways of joining them.</li> <li>• Apply shapes with glue.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose fabrics/threads based on colour, texture and shape.</li> <li>• Cut and shape fabric using scissors/snips.</li> <li>• Apply shapes with glue or stitching.</li> <li>• Develop techniques to join fabrics and apply decorations such as a running or over stitch.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Apply colour with printing, dipping, fabric crayons.</li> <li>• Create fabrics by weaving materials, i.e. grass through twigs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Develop skills in stitching, cutting and joining.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Develop skills in stitching, cutting and joining.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fabrics to create 3D structures.</li> <li>• Experiment with a range of media to overlap and layer creating textures, effects and colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fabrics to create 3D structures.</li> <li>• Experiment with a range of media to overlap and layer creating textures, effects and colours.</li> </ul>
<b>Collage (Non-Statutory)</b>	<ul style="list-style-type: none"> <li>• Join different materials &amp; explore different textures</li> <li>• Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</li> <li>• Collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour.</li> <li>• Arrange and glue materials to different backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</li> <li>• Collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Fold, crumple, tear and overlap papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information and building up a visual vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information and building up a visual vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Add collage to a printed or painted background.</li> <li>• Use a range of media to create collages.</li> <li>• Use different techniques, colours and textures when designing and making pieces of work.</li> <li>• Use collage as a means of extending work from initial ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Add collage to a printed or painted background.</li> <li>• Use a range of media to create collages.</li> <li>• Use different techniques, colours and textures when designing and making pieces of work.</li> </ul>