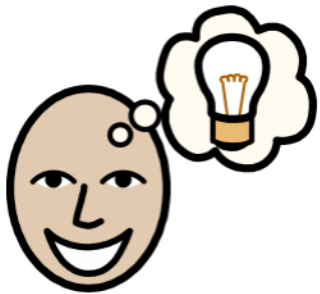


Art and Design – Golden Threads

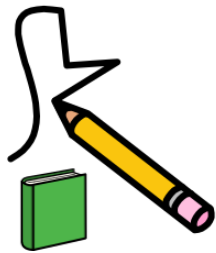
At St Mary's our Art and design curriculum is based on our 'Golden Threads' of the disciplines of **generating ideas**, **sketch books**, **making skills**, **knowledge of artists** and **evaluation and analysing**.

These 'Golden Threads' are found throughout each topic, within each year group throughout the school. We recognise that children are given the opportunity to experience the fundamentals of art through the broad balanced units of **drawing**, **painting and mixed media**, **sculpture and 3D** and **craft and design**, including exploration of the work of a wide range of artists and makers. They are also encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices.

The use of these 'Golden Threads' have been adopted across the school to further embed these skills of art and design.



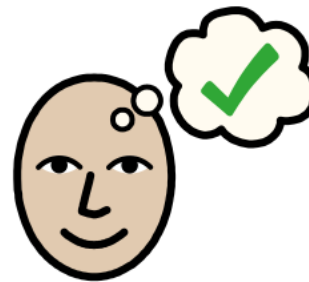
Generating ideas



Sketchbooks



Making skills



Knowledge of artists



Evaluation and analysing

Within the Kapow condensed scheme, the units within art and design have been divided into four core areas.



Drawing



Painting and mixed media



Sculpture and 3D






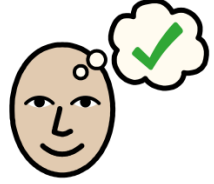

Craft and Design

These are repeated within a two-year period. The units within this scheme are designed so that children experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. The units guide our children in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices.

Each unit works towards all of the National Curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements of art; **pattern, texture, tone, colour, form, shape and line**, in a holistic way.




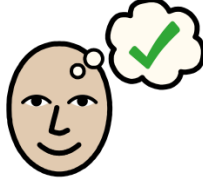

POS	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	Drawing: Make your mark	Sculpture and 3D: Paper play	Painting and mixed media: Colour splash
Knowledge	<ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make observational drawing. • Complete a continuous line drawing. 	<ul style="list-style-type: none"> • Roll and fold paper. • Cuts shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, e.g. spiral, zigzag. • Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> • Combine primary-coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways e.g. Adding water, adding a lighter colour.
	So they can:		
<p>Develop some control when using wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line shape, form and space) in their work.</p>	

Y1 Skills

<p style="text-align: center;"><u>Generating Ideas</u></p> 	<p style="text-align: center;"><u>Sketch Books</u></p> 	<p style="text-align: center;"><u>Making Skills (including formal elements)</u></p> 	<p style="text-align: center;"><u>Knowledge of artists</u></p> 	<p style="text-align: center;"><u>Evaluating and analysing</u></p> 
<p>Explore their own ideas using a range of media</p>	<p>Use sketch books to explore ideas</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Explain art with an understanding of how art can be varied and made in different ways and by different people.</p>




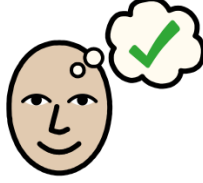

POS	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 2	Painting and mixed media: Life in colour	Craft and design: Map it out Sculpture and 3D: Clay Tiles	Drawing: Tell a story (Additional)
Knowledge	<ul style="list-style-type: none"> Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create textures using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials e.g. cutting, tearing Compose a collage, arranging and overlapping pieces of contrast and effect. Add painted detail to a collage to enhance/improve it. 	<p><u>Craft and Design:</u></p> <ul style="list-style-type: none"> Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions. Roll and squeeze the felt to make fibres stick together. Add details of felt by twisting small amounts of wool. Choose parts to use in 'stained glass' Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile. Apply paint or ink using a printing roller. Smooth printing tile evenly. Try out a variety of ideas. <p><u>Sculpture and 3D:</u></p> <ul style="list-style-type: none"> Smooth and flatten clay Roll clay into a cylinder or ball. Make different surface marks. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay. 	<ul style="list-style-type: none"> Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Make a concertina book. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens.
	<p>So they can:</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

Y2 Skills

<u>Generating Ideas</u>	<u>Sketch Books</u>	<u>Making Skills (including formal elements)</u>	<u>Knowledge of artists</u>	<u>Evaluating and analysing</u>
				
<p>Begin to generate ideas from a wide range of stimuli, exploring different media and techniques.</p>	<p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try our next.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping, and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape form and space) in their work.</p>	<p>Talk about art they have seen using appropriate subject vocabulary.</p> <p>Create work from a brief understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learn from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>




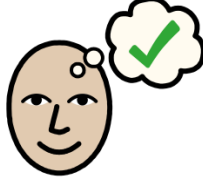

POS	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3	<p style="text-align: center;">Drawing: Growing artists</p> <p>Painting and mixed media: Prehistoric painting</p>	Craft and design: Ancient Greece scrolls	Sculpture and 3D: Abstract shape and space.
Knowledge	<p>Drawing</p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. <p>Painting and mixed media</p> <ul style="list-style-type: none"> • Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours. 	<ul style="list-style-type: none"> • Use sketchbooks to research a subject using different techniques and material to present ideas. • Construct a new paper material using paper, water and glue. • Use symbols to reflect both literal and figurative ideas. • Produce and select and effective final design. • Make a scroll • Make a zine. • Use a zine to present information. 	<ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan and sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card e.g. slot, tabs. Wrapping. • Add surface detail to a sculpture using colour and texture. • Display sculpture.
	<p>So, they can:</p> <p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p>	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cute, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>

Y3 Skills

<u>Generating Ideas</u>	<u>Sketch Books</u>	<u>Making Skills (including formal elements)</u>	<u>Knowledge of artists</u>	<u>Evaluating and analysing</u>
				
<p>Generate ideas from a wide range of stimuli, carry out simple research and evaluation as part of the making process.</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p>	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observations. For example, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Discuss how artist produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Consider how to display artwork, understanding how artists consider their viewer and the impact on them.</p>	<p>Confidently explain their ideas and opinions about their own and others' work, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discus and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>




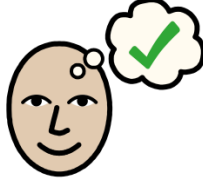

POS	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 4	Painting and mixed media: Light and dark	Drawing: Power prints	Craft and Design: Fabric of nature
Knowledge	<ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of colour to create a 3D effect when painting. • Apply paint using different techniques e.g. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create composition. • Create wax resist background. • Use different tools to scratch into painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 	<ul style="list-style-type: none"> • Select imagery and use as an inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to focus on colours and texture. • Develop observational drawings into shapes and patterns for design. • Transfer a design using a tracing method. • Making a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric • Wash fabric to remove glue to finish a decorative fabric piece.
	<p>So, they can:</p>	<p>Demonstrate greater skills and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginning of an individual style.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing greater awareness of composition and demonstrating the beginning of individual style.</p>

Y4 Skills

<u>Generating Ideas</u>	<u>Sketch Books</u>	<u>Making Skills (including formal elements)</u>	<u>Knowledge of artists</u>	<u>Evaluating and analysing</u>
				
<p>Generate ideas from a wide range of stimuli, carry out simple research and evaluation as part of the making process.</p>	<p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>




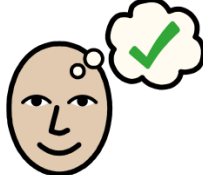

POS	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 5	Painting and mixed media: Portraits	Drawing: I need space	Sculpture and 3D: Interactive installation
Knowledge	<ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas. 	<ul style="list-style-type: none"> • Analyse and image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make collagraph print. • Develop and draw ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> • Make a explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display.
	<p>So, they can:</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustainable way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustainable way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustainable way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>

Y5 Skills

<u>Generating Ideas</u>	<u>Sketch Books</u>	<u>Making Skills (including formal elements)</u>	<u>Knowledge of artists</u>	<u>Evaluating and analysing</u>
				
<p>Develop ideas more independently from their own research</p> <p>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with techniques used by other artists.</p> <p>Combine a wider range of media, e.g., photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Research and discuss the ideas and approaches of artists across the variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact the viewer.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

POS	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 6	Craft and design: Photo opportunity	Drawing: Make my voice heard	Sculpture and 3D: Making memories
Knowledge	<ul style="list-style-type: none"> • Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using phot editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing. 	<ul style="list-style-type: none"> • Use symbolism as a way to create an imagery. • Combine imagery into unique compositions. • Achieve the tonal techniques called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. 	<ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas to sculptural forms.
	So they can:		
<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	

Y6 Skills

<p style="text-align: center;"><u>Generating Ideas</u></p> 	<p style="text-align: center;"><u>Sketch Books</u></p> 	<p style="text-align: center;"><u>Making Skills (including formal elements)</u></p> 	<p style="text-align: center;"><u>Knowledge of artists</u></p> 	<p style="text-align: center;"><u>Evaluating and analysing</u></p> 
<p>Draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and to be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

Progression of knowledge – Formal elements KS1		
	Year 1	Year 2
Pattern	That pattern is a design in which shapes, colours or lines are repeated.	Patterns can be used to add detail to an artwork.
Texture	That texture means 'what something feels like.'	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour	Different amounts of paint and water can be used to mix hues of the secondary colours
Colour	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of the secondary colours Colours can be mixed to 'match' real life objects or to create things from your imagination.
Form	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art also called sculpture.	That 'composition' means how things are arranged on a page. Pieces of clay can be joined using the 'scratch and slip' techniques. A clay surface can be decorated by pressing into it or by joining pieces on.
Shape	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can made using shapes.
Line	Drawing tools can used in a variety of ways to create different lines. Lines can represent movement in drawings.	N/A (in the combined progression of skills)

Progression of knowledge – Formal elements KS2				
	Year 3	Year 4	Year 5	Year 6
Pattern	<p>Pattern can be man-made (like printed wallpaper) or natural (like giraffe's skin)</p> <p>Surface rubbings can be used to add or make patterns.</p>	<p>Patterns can be irregular and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists can create pattern o add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Pattern can be created In many different ways, e.g. in the rhythm of brushstrokes in a painting (van Gogh) or in repeated shapes within composition.</p>
Texture	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>How to use texture more purposefully to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials</p>	<p>N/A (in the combined progression of skills)</p>
Tone	<p>The 'tone' in art means 'light and dark'</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>That using lighter and darker tints c=and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create a contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p>	<p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>