









Year 2 Art Curriculum

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| <p>1. Study the work and techniques of an artist</p> <p>2. Compare and contrast with the work of previous artists studied or other works in the same style</p> <p>3. Critically evaluate the artists' work to inform their own ideas</p> | <p>4. Experiment, investigate and refine the different techniques using appropriate media</p> <p>5. Create their own artwork, applying new techniques, skills and media to their own work</p> | <p>6. Critically evaluate their work, refining and improving where appropriate</p> <p>7. Reflect and recap the knowledge and skills remembered and learnt</p> |
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<p>Autumn - Journeys Spring - Castles Summer – Habitats and living things</p>	<p><b>-How are journeys represented in art?</b></p> <p><b>Autumn 1 – Painting and colour (3 lessons – resources support planning = Plan Bee and</b>  <a href="https://www.westfieldprimaryacademy.co.uk/wp-content/uploads/sites/4/2021/06/Y2-Art-Painting-Block-B.pdf">https://www.westfieldprimaryacademy.co.uk/wp-content/uploads/sites/4/2021/06/Y2-Art-Painting-Block-B.pdf</a></p> <p><b>Autumn 2 - Unit 2 -Sculpture – communicate a journey through art planning support</b>  <a href="https://www.westfieldprimaryacademy.co.uk/wp-content/uploads/sites/4/2021/08/Y2-Art-3D-Block-E.pdf">https://www.westfieldprimaryacademy.co.uk/wp-content/uploads/sites/4/2021/08/Y2-Art-3D-Block-E.pdf</a></p>	<p><b>How can we learn about the past through art?</b></p> <p><b>Spring 1 - Drawing - (3 lessons – resource on Oak Academy or</b>  <a href="https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/05/CUSP-Y2-Art-Drawing-Block-A-Exemplar.pdf">https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/05/CUSP-Y2-Art-Drawing-Block-A-Exemplar.pdf</a></p> <p><b>Spring 2 - Unit 4 - Textiles and collage (linked The Great Fire of London</b>                  (Planning support - <a href="https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/08/Y2-Art-Textiles-and-Collage-Block-D.pdf">https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/08/Y2-Art-Textiles-and-Collage-Block-D.pdf</a>)</p>	<p><b>How can we show the beauty of nature through art?</b></p> <p><b>Summer 1</b>                  Unit 5 Printmaking –  <a href="https://www.westfieldprimaryacademy.co.uk/wp-content/uploads/sites/4/2021/08/Y2-Art-Printmaking-Block-C.pdf">https://www.westfieldprimaryacademy.co.uk/wp-content/uploads/sites/4/2021/08/Y2-Art-Printmaking-Block-C.pdf</a></p> <p><b>Summer 2</b>                  Unit 6 – Creative response                  Drawing and collage                  Linked to the Bog Baby book</p>
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<p>Aspects of achievement in History</p>	  <p><small>Composition VII by Wassily Kandinsky (1913)</small></p>	 <p><b>-How are journeys represented in art?</b></p> <p>Resources: Lesson 1: paintbrushes, pencils, cotton buds, poster paint, sugar paper,</p>	  <p><b>Key Question -What can we learn about the past through art?</b></p>	<p>While your building is drying, stick 3-D flames onto your background. Think carefully about the materials and the colours you are going to use.</p>  <p><b>Key Question -What can we learn about the past through art?</b></p> <p>Resources: Lesson 1: samples of different coloured paper, samples of old books, maps or manuscripts, water-based paint,</p>	 <p><small>Strawberry Thief by William Morris (1883)</small></p> <p><b>Printmaking</b>                  Resources:                  Clay (golf-ball size – one per pupil), potato (cut in half – one half per pupil), water-based ink (black), paper for printing onto, spoon, sponge, range of papers to create a printing surface (sugar paper, tissue paper, brown parcellpaper), samples of</p>	 <p><b>End of Key stage Expectations</b></p>
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Substantive knowledge  
Substantive knowledge  
practical knowledge -  
developing technical proficiency  
theoretical knowledge -  
cultural and contextual content about artists and artwork

1. that different forms of creative works are made by artists, craftspeople, and designers, from all cultures and times.
2. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)

## -How are journeys represented in art?

### How are journeys through music represented in art?

Resources: Art sketchbook, ready-mixed paints (small and large), brushes, water-soluble pens or pencils, paper (A4, A3, A2), a collection of twigs, feathers, ferns, leaves, grasses, thick card cut into small pieces - all to be used as painting tools  
Lesson 1: geometric shapes or objects to trace around, small, thin paintbrushes  
Lesson 2: pre-cut triangles, circles and rectangles in white card (no larger than A4 – one of each shape per child)  
Lesson 3: music to respond to, ensuring that there is a range of tempo, dynamics and mood

Lesson 1: Explore materials and artist  
Lesson 2: Explicit teaching of techniques  
Lesson 3: Applying knowledge, skills and techniques and evaluate.

Explore the styles, colours, line and shape  
Know how to represent the different objects through symbols.  
Know how to turn a journey into a piece of art,

I can:

- trace around geometric shapes
- use slow, controlled movements to fill in blocks of colour in small spaces
- Use different painting tools
- Paint different primary colours in some of the geometric shapes.

brown parcel paper, acrylic paint in red, yellow, black, white and green  
Lessons 2 and 3: newspaper, gummed tape, dowel rods, cardboard, scissors, acrylic paint in red, black, white, yellow and green, cotton buds, PVA glue, paper tape, paper for drawing, pencils

Lesson 1: Explore materials and artist  
Lesson 2: Explicit teaching of techniques  
Lesson 3: Applying knowledge, skills and techniques and evaluate.

I can

- Understand the symbolic significance of Australian indigenous art
- Use different painting tools to create dot patterns and designs
- Respond to other artists' work
- Using paints and cotton buds
- Decorate a smooth stone
- Join materials together to form one sculpture.
- Use paper sculpting

Resources: Art sketchbook, assorted paper weights and textures (including paper towel and newspaper), pencils, charcoal, oil pastels, chalk, paint (black, brown and white), PVA glue, paintbrushes  
Lesson 2 will require five or six different pieces of music to be played during the session.

Lesson 1: Explore materials and artist  
Lesson 2: Explicit teaching of techniques  
Lesson 3: Applying knowledge, skills and techniques and evaluate.

I can:

- I can use colour in a drawing to convey emotion
- I can use greater skill & control to draw, e.g., using simple lines & geometric shapes to create forms
- I can name some of the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use in making drawings.
- Can explore tone in drawing.
- I can create light and dark tones in shadow drawing.
- I can shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.
- I can use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.

I know:

- Know how to identify and describe the marks made in the work of famous artists.
- Know that ideas and emotions can be expressed in drawing.
- Know what mark making means.
- Know how to create light and dark tones using a range of materials
- Know that different colouring tools can give darker/lighter tones.
- Know that pressing harder will create harder tones and pressing lighter will give lighter tones.
- Know how to show texture and movement by using different marks.

paintbrushes, chalk, oil crayons, wax crayons, objects such as cotton reels for printing, spray bottle, rollers, PVA glue, textured surfaces for rubbings  
Lesson 2: contact paper (sticky-backed paper), needles, threads and yarns of different colours and thicknesses, offcuts of fabric, off-cuts of patterned paper, feathers, buttons, hole punch  
Lesson 3: white or patterned paper to use as a background for collage pictures, selection of pre-cut images from magazines, paint, paintbrushes, needles, thread and yarns

Lesson 1: Explore materials and artist  
Lesson 2: Explicit teaching of techniques  
Lesson 3: Applying knowledge, skills and techniques and evaluate.

I can:

- weave with fabric and thread and add texture by using tools make a variety of shapes and structures, cut, roll and coil
- mouldable materials
- Can use and combine a variety of techniques successfully
- Can create a range of repeated patterns, combining curved and straight lines
- Can express views about work created by others, making constructive comments and giving reasons for preferences
- use a variety of fabrics, buttons, string and features.
- experiment with constructing and joining recycled, natural and manmade materials
- Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving
- Combine materials to create colourful and textural effects
- join fabric
- create part of a class textile freeze
- use simple 2-D shapes to create a 3-D form

I know:

Know an image is a picture, photograph or statue that represents somebody or something.  
Know that an adhesive is a substance that is used to stick things together.

different-coloured and patterned fabrics to create a printing surface, a range of natural objects to print with (fruit cut in half, cut vegetables and leaves with strong veins), coloured paper for printing onto, paint, collage items to make a collagraph printing block (cardboard cut into squares – approx. 15cm x 15cm), additional scraps of cardboard, bubble wrap, string, glue

Lesson 1: Explore materials and artist  
Lesson 2: Explicit teaching of techniques  
Lesson 3: Applying knowledge, skills and techniques and evaluate.

I can:

- Make marks by printing from everyday objects
- Experiment with layering marks by overprinting
- Make a printing block and use this to create repeated prints
- Identify the negative and positive space in a printed image
- Evaluate the quality of a printed image
- Can identify the negative space in their prints and comment on how this contributes to a pattern
- Apply appropriate pressure to obtain a series of prints
- Create repeated prints from natural objects such as fruit and leaves
- Create a symmetrical printed pattern
- Explain printing processes and comment on the effects achieved
- Create repeated prints from natural objects such as fruit and leaves
- Create a symmetrical printed pattern
- Apply a range of printing techniques to create patterned effects
- Use the technique of overprinting to create interesting effects

I know:

- Know how to respond to the marks they make
- Know that prints can be made from natural objects
- Know that natural objects are objects that exist in nature such as birds, flowers and trees. When ink is applied to the surface of leaves or the cross sections of fruit or vegetables, printed images can be created. Repeated.
- Know that repeated means that an action is performed many times, such as printing the same design to create a



## Drawing and Collage

### Resources:

Range of pencils (HB – 3B), leaves collected from home or school grounds (these could be ironed flat between greaseproof or wax paper), assortment of papers and card scraps, cartridge drawing paper, cardstock for Lesson 3, red and white poster paint, paintbrushes, PVA glue

Lesson 1: Explore materials and artist  
Lesson 2: Explicit teaching of techniques  
Lesson 3: Applying knowledge, skills and techniques and evaluate.

I can

- gather ideas and reflect on what I have done before by looking back at my drawing and collage work.
- create a collage background using different types of paper and card.
- use mark making tools to apply drawing techniques.
- use observational drawing skills to create accurate drawings of leaves/trees
- Use a range of pencils and note the different marks that can be made
- use the pencil in a variety of ways to achieve different textural and shading effects.
- I can use tracing and cutting skills
- I can select a range of collage materials and arrange these on a cutout shape .
- Consider textural

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

to know about the work of a range of artists, craft makers and designers, describing the

- mix two primary colours to create secondary colours
- mix and match colours, predict outcomes make tints by adding colour to white make tones by adding black.
- use lines and colour to express feeling
- Look at a range of artwork of Paul Keel that have used colour and consider why these colours were used.
- Use a range of brushstrokes, colours, shapes and lines to show movement.

techniques to create 3D forms

- experiment with shape, form, construct and model from
- follow and evaluate a process

I can

- Use different painting tools to create patterns and designs.
- Create a design in the style of Indigenous Australian Art
- Use cotton buds to create defined dots and adequate spacing

I know:

Know what colours they can see in the artist work.

Know the primary colours

Know how to overlap shapes but leave space between other shapes.

Know that using small thin brushes allows for greater control of movement.

Know how to use the dip, dip, dab method to mix primary colours together to create a secondary colour.

Know how to create secondary colours: orange, green and purple.

Know how to use a repeated geometric shape and use repeated colours of primary and secondary to create a pattern.

Know that some artists are inspired by music and the change of temp, dynamic and mood evoke feelings of movements.

**Compare Contemporary artists - Emily Kngwarreye (ne-warry-eye). She was an Aboriginal Australian artist**

I know:

To be inspired is to be influenced by somebody or something.

Know that in Aboriginal art colours are used to convey messages and communication

knowledge about the land, events, dreams and beliefs

Know that a sculpture is 3D. They are carved, modelled, joined, and assembled.

Know about the 'Big Fish' sculptors by John Kindness and that the art has been used to tell a story.

There are shapes and spaces in sculptures, and these are arranged to make a design.

- Know that using different materials to draw creates different effects.

**Artists: Ch'ng Kiah Kiean – inspired by his architecture degree sketched mainly buildings**  
Ch'ng Kiah Kiean, born 1974 in George Town, Penang. He graduated from Universiti Sains Malaysia with Architecture Degree. After running his own graphic design studio for about 10 years he is now a fulltime artist based in Penang. He published Sketchers of Pulo Pinang in 2009 and Line-line Journey in 2011  
**Leanoard da Vinci (1452-1519) – huge collection of sketches.**

Know that non-realistic means to represent something not in a way that is accurate or true to life.

**Katie Vernon Katie Vernon is an American contemporary artist and illustrator who combines paint and collage to produce artworks that have a rich textural quality. Her art is heavily influenced by her previous careers as a florist and landscaper, and she uses flowers and natural forms to explore larger ideas. Katie's most recent body of work explores fragmented and augmented memoriesthrough floral forms.**

repeated pattern or printing an image again and again

- Know how to make a collagraph printing block
- Know how to apply appropriate pressure to obtain a series of clear prints
- Know why one print may be clearer or darker than another
- Know that William Morris used repeated images, symmetrical pattern.
- Know what is meant by a symmetrical pattern and how to make a symmetrical pattern.

- Know how to evaluate the effectiveness of printing techniques used
- Explain printing processes and comment on effects achieved

**William Morris (1834 – 1896) William Morris was a poet, designer, artist and campaigner and is considered by many to be the father of the Arts and Crafts movement. This movement was a trend in the decorative and fine arts that developed in the British Isles and flourished across Europe and North America from the 1880s to the 1920s. Using a limited colour palette and inspired by flora and fauna, William Morris created designs for wallpaper and textiles, thus bringing art into the home. Symmetrical patterns and stylised organic motifs are the hallmark of Morris' work and his patterns remain popular today. A particular favourite is Strawberry Thief (1883), which is said to have been inspired by the thrushes who stole strawberries from Morris' garden.**

qualities and shapes when selecting collage materials and objects

- Place materials and objects carefully to achieve contrasts in textures and forms
- Add white to colour to achieve tints

Apply an even coat of paint to a raised

I know:

Know how to create a collage using a range of paper/card inspired by images from the book Bog Baby. Know how to use mark making to sketch on top of the collage. Know that to be creative means to use skills and the imagination to produce something new or a work of art. It is a process in which we generate ideas.

Know that a range of marks can be made using drawing materials

Know that different mark making tools will create a variety of effects

Know that Stippling is a method of applying short marks to create a textured effect  
Know that contrast means differences in colour or in light and dark

Know how to make observations of a range of leaves.

Know how to describe the colours, details, markings and patterns.

Know that using a magnifier helps to assist in observing detail.

Gwen Millward is an artist and writer who lives in Bristol with her son. She has been creating children's books since she graduated from Edinburgh College of Art in 2002 and she loves illustrating the natural world (especially insects).

differences and similarities between different practices and disciplines, and making links to their own work.

**Artists in History - Wassily Kandinsky (1866-1944) Wassily Kandinsky was born in Russia in 1866**

Kandinsky became one of the pioneers of what is known as 'abstract' art (art that does not reflect real people or things). Colour was important to Kandinsky who believed that colours could, just like music, be used to express feelings. Colour and line can be used to show mood, movement and feelings

Know how to decorate their sculpture with patterns.  
 Know that sculptors make their ideas come to life by joining or moulding materials together.  
 Know that sculptors sometimes first make a small-scale model of their work.

**Artists in History – Danny Eastwood**  
 descending from the Ngemba Tribe of Western NSW. Aboriginal Artist of the Year.

Disciplinary knowledge  
 Disciplinary knowledge  
 disciplinary knowledge - content about how art is studied, discussed, and judged

1. recognise that ideas can be expressed in art work.
2. experiment with an open mind
3. try out a range of materials and processes and

Know how to make secondary colours from primary colours  
 Know how to make a colour lighter or darker by adding white/black  
 Use colour and painting skills to apply surface techniques to create or suggest a place or time select from a limited palette to create mood and feeling  
 consider the use of colour for effect – warm and hot colours  
 Use contrasting colours together for impact – draw on previous knowledge and apply in own work

Know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary.  
 Recognising the wide variety of materials and processes involved.

Consider between choices and express own ideas & thoughts about the type of art they want to make learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions..

Recognize the use of collage as a method for creating artwork.  
 Discuss the work of other artists and prompt to explain choices they have made about their own artwork  
 Articulate views about the work of artists  
 Make effective choices about images and composition to create a balanced collage  
 Show control and dexterity in cutting and sewing skills

Discuss the effect of the repeated patterns

- I can describe my thoughts, ideas and intentions about my work.
- I can form opinions about the process of my work saying what went well & how I might improve it.  
 I know how to describe the content and the feelings & emotions within his work and discuss how this can be replicated within my own work
- I can make creative decisions about the content of my work, select appropriate media to work with and made choices about outcomes.  
 I can comment on the work of Karen Lederer
  - I can apply knowledge of a range of printing techniques
  - I can explain a range of printing processes

I can express preferences about my own and others' work

Make some simple artistic comparisons (e.g. spot the difference between pictures)  
 Ask and answer simple questions about what they have seen

<p>4. recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities.</p> <p>5. Show interest in and describe what they think about the work of others</p>						
<p>Key vocabulary:</p>	<p><b>concentric shapes</b> shapes that have the same centre</p> <p><b>contrast</b> the differences in colour or in light and dark, used in photographs and paintings to create a special effect or evoke a mood or atmosphere</p> <p><b>motif</b> an idea that appears repeatedly in the work of an artist or in a piece of writing or music</p> <p><u>Core knowledge</u></p> <p><b>secondary colours</b> Secondary colours are made by mixing two primary colours.</p> <p><b>imagination</b> Imagination is the ability to create pictures in your mind. Artists such as Kandinsky used their imagination to create images and colours in response to music. <b>control</b> In these lessons, pupils are taught to use small brushes to paint in a controlled and precise way.</p>	<p><b>depth</b> the distance from the top or surface to the bottom of something</p> <p><b>maquette</b> a small drawing or model that is used as the basis for a sculpture</p> <p><b>sculpt</b> to make figures or objects by carving or shaping wood, stone, clay, metal etc.</p> <p><u>Core knowledge</u></p> <p><b>indigenous</b> Indigenous people are those belonging to a particular place rather than coming to it from somewhere else.</p> <p><b>inspired</b> To be inspired is to be influenced by somebody or something.</p> <p><b>sacred</b> If something is sacred it is said to be holy or connected with a god.</p>	<p><b>contrast</b> differences in colour or in light and dark, used in photographs and paintings to create a special effect or evoke a mood or atmosphere</p> <p><b>medium / media</b> material or materials used by an artist</p> <p><b>stippling</b> a method of applying short marks to create a textured effect</p> <p><u>Core knowledge</u></p> <p><b>response</b> A response is an artistic or creative reaction to a stimulus such as music or other works of art.</p> <p><b>stroke</b> Strokes are the movements that are made with a mark making tool. Strokes can differ in terms of size, direction and the amount of pressure applied.</p> <p><b>linework</b> Linework relates to lines which are purposefully made to create areas of texture, shade and light. They may include: dots, dashes, cross-hatching, stippling and scribbling.</p>	<p><b>reconstruct</b> to build or make something again</p> <p><b>montage</b> a picture, film or piece of music or writing that consists of many separate items or parts put together, especially in an interesting or unusual combination</p> <p><b>manipulate</b> to control, use or change something with skill</p> <p><u>Core knowledge</u></p> <p><b>image</b> An image is a picture, photograph or statue that represents somebody or something.</p> <p><b>adhesive</b> Adhesive is a substance that is used to stick things together.</p> <p><b>non-realistic</b> Non-realistic means to represent something not in a way that is accurate or true to life.</p>	<p><b>collagraph</b> printing from a surface which has had collage materials applied</p> <p><b>design</b> an arrangement of lines and shapes as a decoration</p> <p><b>pattern</b> a regular arrangement of repeated lines, shapes or colours</p> <p><u>Core knowledge:</u></p> <p><b>natural objects</b> Natural objects are objects that exist in nature such as birds, flowers and trees. When ink is applied to the surface of leaves or the cross sections of fruit or vegetables, printed images can be created.</p> <p><b>repeated</b> Repeated means that an action is performed many times, such as printing the same design to create a repeated pattern or printing an image again and again.</p> <p><b>organic</b> Organic designs or motifs are those that reflect the shapes and patterns found in natural forms.</p>	<p><b>reflect</b> to think carefully and deeply about something</p> <p><b>plan</b> something that you intend to do or achieve</p> <p><b>collaborate</b> to work together with somebody in order to produce or achieve something</p> <p><u>Core knowledge:</u></p> <p><b>response</b> A response is an artistic or creative reaction to a stimulus such as music or other works of art.</p> <p><b>Creative</b> To be creative means to use skill and the imagination to produce something new or a work of art.</p> <p><b>imagination</b> Imagination relates to the ability to create pictures in your mind and the part of your mind that does this.</p>

<b>Art Strands: Working artistically</b>	<p><b>Line</b> Lines are used to show movement and mood.</p> <p><b>Shape</b> Shape is a flat (2D) area surrounded by an outline or edge</p> <p><b>Colour</b> colour is used to convey atmosphere and mood.</p>	<p><b>Line</b> Lines are used to show movement and mood.</p> <p><b>Colour</b> colour is used to convey atmosphere and mood.</p> <p><b>Form</b> Artists use form when they create sculptures. These are 3D shapes.</p> <p><b>Texture</b> <b>Texture is the look and feel of a surface</b></p>	<p><b>Line</b> Lines are used to show movement and mood.</p> <p><b>Texture</b> <b>Texture is the look and feel of a surface</b></p>	<p><b>Line</b> Lines are used to show movement and mood.</p> <p><b>Texture</b> <b>Texture is the look and feel of a surface</b></p> <p><b>Colour</b> colour is used to convey atmosphere and mood.</p>	<p><b>Shape</b> Lines are used to show movement and mood.</p> <p><b>Line</b> Lines are used to show movement and mood.</p>	<p><b>Texture</b> <b>Texture is the look and feel of a surface</b></p> <p><b>Shape is a flat (2D) area surrounded by an outline or edge.</b></p>
<b>Prior Learning:</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• identify shades of primary colours</li> <li>• make a range of thick and thin</li> </ul> <p>Prior Learning marks on different surfaces</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• use different painting tools</li> <li>• apply techniques of joining, cutting and constructing</li> </ul> <p>Point of reference: Y2 3D – Block E</p> <ul style="list-style-type: none"> <li>• select modelling materials for their properties and use to create a sculpture from a sketch</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• recognise a range of different marks</li> <li>• apply pressure to change the mark</li> <li>• select a range of mark making tools and use them to create a variety of</li> </ul> <p>Prior Learning marks, including cross-hatching</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• apply a range of printing techniques</li> <li>• use stencilling techniques to achieve different effects</li> <li>• manipulate fabric and yarns by poking, pulling, threading and weaving</li> <li>• use drawing tools such as chalk in different ways and on different surfaces</li> <li>• combine materials to create colourful and textural effects</li> </ul>	<ul style="list-style-type: none"> <li>• make prints from ordinary objects</li> <li>• make and use a stencil and relief</li> <li>• combine printing techniques such as stencilling and relief printing</li> </ul>	<p>combine materials to create colourful and textural effects</p> <p>Point of reference:</p> <ul style="list-style-type: none"> <li>• use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed</li> </ul>

