Art Progression Maps

Substantive To knowledge Progression – *Refer to knowledge organisers for detailed substantive knowledge*							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Colour	To know how colours can be mixed to make a new colour. To use paints, pastels and other resources to create observational drawings.	To know that primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. -red + yellow = orange -yellow + blue = green -blue + red = purple	To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that colour can be used to show how it feels to be in a particular place, e.g. the seaside. To know that adding black creates a shade.	To know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or clash is created. To know that paint colours can be mixed using natural substances, and that prehistoric people used these paints. To know that 2 colour printing requires a different method.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. To know that 3 colour printing requires a different method. To know that tertiary colours are two secondary colours mixed. To know that hue means colour.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that tertiary colours are two secondary colours mixed and can be used to experiment with mood.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can by symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
Form	To create closed shapes with continuous lines which represent objects that can be spoken about or identified. To show different emotions in pictures clearly. To draw with increasing control, representing features and detail clearly. Manipulates materials to achieve a planned effect.	To know that we can change paper from 2D to 3D by folding, rolling and scrunching. To know that 3D art is called sculpture. To know that materials can be manipulated by rolling, pinching and kneading.	To know that 'composition' means how things are arranged on the page. To know that a surface can be decorated by pressing into it or by joining pieces on it.	To know that 3D forms are wither organic (natural) or geometric (mathematical shapes like a cube). To know that organic forms can be abstract. To know how to construct a pinch pot and a coil pot.	To know that simple structures can be made stronger by adding layers, folding and rolling and by using appropriate techniques. To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that scale means the size of the artwork or the objects within the artwork. To know how producing artwork on a different	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of 3D artwork changes the effect of the piece. To know how to construct 3D artwork on an armature. To know how to print using different materials.	To know that different sculptural materials have different properties. To know that the size and scale of 3D artwork changes the effect of the piece.

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					scale or material can affect the outcome.	To know which media should be used when printing. To know how to select their own paper size or scale.	
Shape		To know that paper can be shaped by cutting and folding it. To know that shapes can be 2-dimensional and 3-dimensional.	To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that shapes can be geometric if they have mostly straight lines and angles. To know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know that proportion means the height, width and dimension of an object.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition. To know which shapes can be created using a range of media (Batik, painting)
Line		To know that drawing tools can be used in a variety of ways to create different lines. To know that lines can represent movement in drawings. To know that tools create lines in different materials. To know that lines can be carved out of a surface.	To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that different brushes can create different types of lines. To know that impressed printing is when lines are carved out of a surface.	To know that different tools can create different types of lines. To know that impressed printing is when lines are carved out of a surface and that different tools will create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know which tools are appropriate for creating different types of lines with a range of media.	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw eye into the centre of a drawing. To know which tools to use when lino printing.	To know how line is used beyond drawing and can be applied to other art forms.

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Pattern		To know that a pattern is a design in which shapes, colours or lines are repeated.	To know that surface rubbings can be used to add/make patterns. To know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns. To know that patterns can be used to add detail to artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varies patterns.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular and change in ways you wouldn't expect.	To know that artists create pattern to add expressive detail to artworks, e.g. Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be create in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition. To know how to produce patterns and texture in malleable materials.
Texture	To learn about different textures and talk about them. To know about the different materials and what can be created with them.	To know that texture means 'what something feels like'. To know that different marks can be used to represent the textures of objects. To know that different drawing tools make different marks and textures.	To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture. To know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials. To know how to apply plaster onto a mould. To know the properties of different paints.	To know that applying think layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. To know that different stitches can be used to create texture. To know how to include visual (what you can see) and tactile (how it feels) elements to their work.
Tone		To know that 'tone' in art means 'light and dark'. To know that we can add tone to a drawing by shading and filling a shape. To know that pencil can be blended to create tone.	To know that shading by blending and hatching helps make drawn objects look more 3D. To know that different pencil grades make different tones.	To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching,	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that shading is used to create different tones in an artwork and can include hatching, cross hatching, scribbling, circling and blending and stippling.	To know that tone can help show the foreground and background in an artwork. To know that shading can be used to create mood and feeling.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Art Progression Maps

				cross hatching, scribbling and stippling. To know that shading techniques can make objects look 3D. To know that tint means to add white, shade means to add black and tone means how light or dark a colour is.			
Space		To know how features or objects should be placed relative to one another.	To know that the space between, above and below areas of artwork contributes to the overall effect of the piece.	To know that consideration should be given to the size of space between and around artwork.	To know that consideration should be given to the size, shape and arrangement of space between and around artwork.	To know that blocking out space projects an image forward. To know that composition means the arrangement of objects in artwork.	To know and consider the layout of the images, text and the background space. To know the spatial properties of different media and amend designs as a result.
Design	To use their imagination to create different works of art. To plan, carry out and evaluate and change where necessary. To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary.						

Art Progression Maps

	To show confidence in choice of media when creating a picture.						
Function	To use scissors. For children to be able to safely construct with a purpose and evaluate their designs. To identify and select resources and tools to achieve a particular outcome. To know the different uses and purposes of a range of media and materials.						

Art Progression Maps

Disciplinary To knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1. Generating Ideas	Explore their own ideas using a range of media.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and research to develop their own starting points for creative outcomes.
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
A2. Sketchbooks		Use sketchbooks to explore ideas in an open-ended way,	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations and taking next steps in the planning process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
A3. Making skills							
Drawing	Use a range of drawing materials such as pencils, chalk, pastels, felt tips and colouring pencils.	Use a range of drawing materials such as pencils, chalk, pastels, felt tips and colouring pencils. Develop observational skills to look more	Develop mark-making with a greater range of media, demonstrating increased control. Control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen and chalk.	Confidently use a range of materials, selecting and using these appropriately. Draw with expression and begin to	Apply observations skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect.	Use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques.

Art Progression Maps

	Draw on different surfaces.	closely and reflect surface texture through mark-making. Create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Draw on different surfaces with a range of media.	Draw on different surfaces with a range of media. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grades to show form, line, patterns and shapes.	experiment with quick sketching. Develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and intricate mark-making.	an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Begin to develop an awareness of composition, scale and proportion in their paintings.	Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay or incorporating digital techniques. Develop an awareness of composition, scale and proportion in their paintings.
Painting	Experiment with paint, using a wide variety of tools (brushes, sponges, fingers) to apply paint. Investigate colour mixing.	Experiment with paint, using a wide variety of tools (brushes, sponges, fingers) to apply paint. Investigate colour mixing. Explore lightening and darkening paint without the	Begin to develop some control when painting, applying knowledge of colour and how different media behave. For example, adding water to thin paint. Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.	Use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task, e.g.	Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects. Begin to choose appropriate media to work with.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks.	Manipulate paint and painting techniques to suit a purpose, making choices based on their own experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour,

		use of black or white. Paint on different surfaces with a range of media.		choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Mix shades and tones using a range of brushes.		Develop a painting from a drawing or other initial stimulus. Mix and match colours to create atmosphere. Begin to experiment with different effects and textures including blocking in colour, washes, thickened paint and creating textural effects. Understand the properties of different paints.	washes, thickened paint and creating textural effects.
Sculpture	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen. Experiment in a variety of malleable media	Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence with cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).	Use more complex techniques to mould and form malleable materials, such as the coil pot technique and adding detailed surface decoration. Show a good understanding of an appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials to work at in 3D.	Investigate scale when creating forms in 3D dimensions. Explore a greater range of materials to create 3D forms. Plan a sculpture, developing an idea in 2D into a	Use personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and results. Model and develop work through a combination of pinch, slab and coil.

		such as clay, papier mache, salt dough and modroc.		Experiment with combining found objects and recyclable material to create sculpture.		three-dimensional piece. Persevere when constructions are challenging. Gain experience in modelling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Develop understanding of different ways of finishing work: glaze, paint, polish.	
Collage	Play with combinations of materials to create simple collage effects.	Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. shiny or soft.	Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials.	Modify chosen collage materials in a range of ways by cutting, tearing, re-sizing or overlapping.	Choose and adapt collage materials to create contrast.	Add collage to a painted, painted or drawn background for effect. Use a range of media to create collages.	Create collage in response to a stimulus and work collaboratively on a larger scale.

Art Progression Maps

						Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.	
Printmaking	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels or sponge.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels or sponge. Demonstrate experience at impressed printing: drawing into ink or printing from objects. Use equipment and media correctly to produce a clean printed image and a repeated pattern. Begin to identify forms of printing: books, posters pictures and fabrics.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels or sponge. Demonstrate experience at impressed printing: drawing into ink or printing from objects. Use equipment and media correctly to produce a clean printed image and a repeated pattern. Identify forms of printing: books, posters pictures and fabrics. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono-printing or relief printing	Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece.	Increased awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Continue to demonstrate experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono-print techniques, including positive and negative shapes.	See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Develop their own style using tonal contrast and mixed media.

Art Progression Maps

Textiles		Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. Change and modify threads and fabrics, knotting, fraying, fringing, pulling.	Show awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to gain experience in batik- use more than one colour.	Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece.
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Art Progression Maps

A4. Knowledge of artists	Take inspiration from artists in their own artwork.	Describe similarities and differences between practices in art and design, e.g painting and sculpture and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary to describe and compare creative works. Use their own experiences of techniques and processes to explain how artworks have been made.	Research and discuss ideas and approaches of artists across a variety of disciplines, being able to describe how the historical and cultural context may have affected their work.	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.
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
A5. Evaluating and Analysing	Talk about their artwork.	Describe and compare features of their own and others' artwork.	Explain their ideas and opinions about their own and others' artwork. Begin to talk about how they could improve their work.	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Art Progression Maps

Artist Links – Mood boards		
Year 1 and Year 2	**Year 3 and Year 4**	**Year 5 and Year 6**
• Title of artist or focus (share picture) • Introduce examples of artwork (their opinion, what they notice) • With support, explore ideas about the artist or focus using different media and techniques • Make links between pieces of artwork • With support, evaluate the art using some subject specific vocabulary and their opinions	• Title of artist or focus (share picture) • Background colour • Introduce examples of artwork (their opinion, what they notice, similarities and differences, processes used) • Could make link to additional artist • Explore their own ideas about the artist or focus using different media and techniques • Use research to develop their own ideas – QR codes • Independently evaluate the art using subject specific vocabulary and their opinions • Compare artwork between one artist or more • Children could use their own experiences to explain how artworks have been made	• Title of artist or focus (share picture) • Background wash • Introduce examples of artwork (their opinion, what they notice, similarities and differences, processes used, historical/cultural context) • Make link to additional artist • Explore their own ideas about the artist or focus using different media and techniques • Use independent research to develop their own starting points for creative outcome • Independently describe, interpret and evaluate the work, ideas and processes used by artists • Consider how the cultural and historical context could have influenced the art produced • Independently use their knowledge of tools, materials and processes to try alternative solutions

Art Progression Maps

Outcome - Evaluation		
Year 1 and Year 2	**Year 3 and Year 4**	**Year 5 and Year 6**
• Explore their ideas and opinions about their own and others' work • Talk about how they could improve their work • TIF: Look to knowledge organiser questions	• Use vocabulary (from knowledge organiser) when discussing their own and others' artwork • Use their knowledge of tools and materials to discuss improvements • Describe the outcome achieved • TIF: Look to knowledge organiser questions	• Use vocabulary (from knowledge organiser) when discussing their own and others' artwork • Use their knowledge of tools, processes and materials to try alternative solutions and make improvements to their work • Consider context and intention • TIF: Look to knowledge organiser questions

	Vocabulary Progression						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Drawing		Media Pencil Line Pencil crayon Pencil Pencil grade Portrait Landscape Marks Blending Stippling Hatching	Media Oil pastel Pencil grade Portrait Landscape Layering Marks Hatching Stippling Blending Cross-hatching	Media Oil pastel Layering Pencil grade Sketching techniques Hatching Cross-hatching Stippling Scribbling Circling Finger blend	Media Oil pastel Layering Pencil grade Sketching techniques Hatching Cross-hatching Stippling Scribbling Circling Finger blend Dimension Proportion	Tone Pencil grade Sketching techniques Composition Scale Proportion Dimension Viewfinder	Tone Pencil grade Sketching techniques Composition Scale Proportion Dimension Viewfinder
Painting		Painting Brush Primary colours Secondary colours Darken tone	Colour wheel Darken tone Lighten tint Palette Shade	Colour wheel Darken tone Lighten tint Palette Wash	Colour wheel Darken tone Lighten tint Wash Blocking colours	Mixed media Tonal contrast Washes Colour blocking Thickened paint	Mixed media Tonal contrast Washes Colour blocking Thickened paint

Art Progression Maps

		Lighten tint Mix Colour Media	Media Primary colours Secondary colours Watercolour paint	Complementary colours Watercolour paint Poster paint Shading Blocking colours Primary colours Secondary colours	Poster paint Watercolour paint Primary colours Secondary colours Complementary colours Tertiary colours Textured paint Shade	Textures Complementary colours Tertiary colours digital	Textures Complementary colours Tertiary colours digital
Sculpture		Clay Material Tools Pinching Kneading Rolling Media clay Tile	Clay Material Tools Pinching Kneading Rolling Media clay Impress Tile	Pinch pot Coil pot Scraper/rib Plastic fettling knife Loop tool Coil pot Join Media clay Base Impress Rolling Wood trimming Tool	Pinch pot Coil pot Scraper/rib Plastic fettling knife Loop tool Coil pot Join Media clay Base Impress Rolling Wood trimming Tool Slip	Pinch Slab Coil Pinching Armature Mod roc Recycled Man-made	Pinch Slab Coil Pinching Armature Mod roc Recycled Man-made Finishing
Printmaking		Roller tools Foam tile Relief printing Repeated pattern Media Ink Hard and soft materials Printing Ink	Roller tools Foam tile Overprinting Printing Ink Hard and soft materials Relief printing Repeated pattern	Roller tools 3-colour printing Printing Ink Combining Media Mosaic Repeated pattern Collagraph	Roller tools 3-colour printing Foam tile Mono-printing Fabric Combining Repeated pattern Relief printing	Lino print Mono print Relief print Positive shapes Negative shapes Mixed media overlapping	Lino print Mono print Relief print Positive shapes Negative shapes Mixed media overlapping
Textiles			Weave Texture Plaiting 3D weaving Fabric Flat weaving Fraying Thread Needle				Stitching 2-dimensional 3-dimensional Weaving Batik Tie-dye Mixed media