

# Eastbrook Primary Art and Design Curriculum



## Intent: A Character and Academics approach

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Our art and design curriculum is based on the assumption that a pupil might go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society. As a result, the curriculum has been designed to be fit for that purpose.

Our curriculum is bespoke and has been created by our Art specialist with reference to Access Art resources and links, where possible to the IPC units of study. It instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching art and design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### End Point (Key Stage 4)

The Art department at Eastbrook School develops subject knowledge and skills within the wider school 'Character and Academics' approach to curriculum. Art, craft and design embody some of the highest forms of human creativity and we aim to engage, inspire and challenge pupils to become not only creative learners but to become persistent, organised and independent individuals. We aim to equip them with the knowledge skills and understanding to experiment, invent and create their own thoughtful work in response to a theme. As pupils progress through the Key stages they are able to respond critically and develop a more rigorous understanding of Art in its wider context. They gain an insight into how Art and Design both reflect and shape our history, and contribute to its culture, creativity and wealth. We

believe that studying Art subjects provides students with the skills and which increases social mobility- encouraging and motivating pupils from low income families to go into higher education and the world of work.

Studying the arts can also help with understanding, interpreting and negotiating the complexities and diversity of society. We give the next generation of Artists, designers, engineers, creators and cultural leaders the opportunity to develop the imagination and skills that are vital to our future. Arts and cultural learning encourages awareness, empathy and appreciation of differences and diversity and the views of others.

## **Way Points**

### **By the end of Early Years**

By the end of the Early Years Foundation Stage, the pupils will

- develop their fine motor skills to be able to use a range of tools safely and correctly.
- work purposefully responding to colours, shapes and materials.
- create simple representations of people and other things and begin to give meaning to their drawings, painting and sculptures.
- have the opportunity to look to nature for inspiration and materials.
- create a portfolio of their art work over the year, displaying their progression of technics, skills and their use of imagination.
- recognise and describe key features of their own and others' work and begin to explore a range of artists' work.
- understand that art, design and craft is made by artists exhibiting care and skill and is valued for its qualities.

### **By the end of Key Stage 1**

During Key Stage One all pupils will be taught

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- to develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

### **By the end of Key Stage 2**

During Key Stage 2, pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils in lower KS2 will be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay],
- about great artists, architects and designers in history.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

Pupils in upper KS2 will be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay],
- about great artists, architects and designers in history.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

**Appendices A, B, C, D & E show the planned end points for each year group from 1 to 6, linked to our IPC curriculum Mileposts.**

## **Sequencing**

The curriculum we have developed is planned and sequenced in a way which is best represented by an ascending spiral. At each point of incline, new knowledge and skills and vocabulary are built upon the previous knowledge and skills taught. All of this is with our planned end points in mind. Our curriculum is joined-up and progressive and not only builds upon what has come before for the children but for what is to come next.

Progression of knowledge and building of skills is recorded in children's personal sketchbooks.

## **Adaptation**

Our curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. The most significant factors impacting on pupils' knowledge and skills with regard to our local context are:

- The number of pupils in school with English as an Additional Language (EAL).
- The number of pupils in school with Speech, Language and Communication needs (SLC).
- The number of pupils in school with Social Emotional and Mental Health needs (SEMH).
- The high level of economic deprivation amongst pupils.
- The variation in cultural experience amongst pupils.

We are addressing these needs in the following ways:

- By ensuring, wherever practicably possible, we link topics.
- Teachers ensure that lessons are practical and engaging. This could be done in many ways including educational visits, using multi-media, fieldwork, guest speakers.

· To enhance Cultural Capital in art and design at Eastbrook we teach about famous artists such as William Morris, Kimmy Kantrel, Paul Klee, Henri Matisse, Vincent van Gogh, Umberto Boccioni, Kara Walker, William Turner, Galler, Blake, Andy Warhol, Piet Mondrian, Paul Cezanne, Leonardo da Vinci.

Children will also experience the following:

- Meeting and talking to art specialists.
- Taking part in art activities beyond the classroom.
- Visits to at least one major art gallery.
- Use of computer software to research the work of artists.
- Gain an understanding from a business leader regarding the importance of learning about art in their industry

### **Transferable skills and knowledge**

Within our geography curriculum we aim to inspire in pupils the **character virtues** of perspective, appreciation, curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Examples of decussating skills and knowledge are listed below.

<b>Knowledge/Skill</b>	<b>Curricular Link</b>
Famous artists	French culture (MFL)
Study of art work	PHSE (Art)History British values
Accuracy in drawing	Geography- mapping skills Maths- Geometry
Explanation and evaluation	English- writing & speaking and listening
Perseverance and critique	Personal development

## Appendix A

### ART SKILLS PER MILEPOST ACROSS THE SCHOOL

Milepost 1		Milepost 2		Milepost 3	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

		Milepost 1	Milepost 2	Milepost 3
<b>To develop ideas</b>	<b>Ideas (I)</b>	<p>1.1 To respond to ideas and starting points.</p> <p>1.2 To explore ideas and collect visual information.</p> <p>1.3 To explore different methods and materials as ideas develop.</p>	<p>2.1 To develop ideas from starting points throughout the curriculum.</p> <p>2.2 To collect information, sketches and resources.</p> <p>2.3 To adapt and refine ideas as they progress.</p> <p>2.4 To explore ideas in a variety of ways.</p> <p>2.5 To comment on artworks using visual language.</p>	<p>3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>3.3 To use the qualities of materials to enhance ideas.</p> <p>3.4 To spot the potential in unexpected results as work progresses.</p> <p>3.5 To comment on artworks with a fluent grasp of visual language.</p>
<b>To master techniques</b>	<b>Painting (P)</b>	<p>1.1 To use thick and thin brushes.</p> <p>1.2 To mix primary colours to make secondary.</p> <p>1.3 To add white to colours to make tints and black to colours to make tones.</p> <p>1.4 To create colour wheels.</p>	<p>2.1 To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>2.2 To mix colours effectively.</p> <p>2.3 To use watercolour paint to produce washes for backgrounds then add detail.</p> <p>2.4 To experiment with creating mood with colour.</p>	<p>3.1 To sketch (lightly) before painting to combine line and colour.</p> <p>3.2 To create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 To combine colours, tones and tints to</p>

				<p>enhance the mood of a piece.</p> <p>3.5 To use brush techniques and the qualities of paint to create texture.</p> <p>3.6 To develop a personal style of painting, drawing upon ideas from other artists.</p>
<b>Collage (C)</b>	<p>1.1 To use a combination of materials that are cut, torn and glued.</p> <p>1.2 To sort and arrange materials.</p> <p>1.3 To mix materials to create texture.</p>	<p>2.1 To select and arrange materials for a striking effect.</p> <p>2.2 To ensure work is precise.</p> <p>2.3 To use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>3.1 To mix textures (rough and smooth, plain and patterned).</p> <p>3.2 To combine visual and tactile qualities.</p> <p>3.3 To use ceramic mosaic materials and techniques.</p>	
<b>Sculpture (S)</b>	<p>1.1 To use a combination of shapes.</p> <p>1.2 To include lines and texture.</p> <p>1.3 To use rolled up paper, straws, paper, card and clay as materials.</p> <p>1.4 To use techniques such as rolling, cutting, moulding and carving.</p>	<p>2.1 To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>2.2 To include texture that conveys feelings, expression or movement.</p> <p>2.3 To use clay and other mouldable materials.</p> <p>2.4 To add materials to provide interesting detail.</p>	<p>3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>3.2 To use tools to carve and add shapes, texture and pattern.</p> <p>3.3 To combine visual and tactile qualities.</p> <p>3.4 To use frameworks (such as wire or moulds) to provide stability and form.</p>	
<b>Drawing (Dr)</b>	<p>1.1 To draw lines of different sizes and thickness.</p> <p>1.2 To colour (own work) neatly following the lines.</p> <p>1.3 To show pattern and texture by adding dots and lines.</p> <p>1.4 To show different tones by using coloured pencils.</p>	<p>2.1 To use different hardness of pencils to show line, tone and texture.</p> <p>2.2 To annotate sketches to explain and elaborate ideas.</p> <p>2.3 To sketch lightly (no need to use a rubber to correct mistakes).</p> <p>2.4 To use shading to show light and shadow.</p> <p>2.5 To use hatching and cross hatching to show tone and texture.</p>	<p>3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>3.4 To use lines to represent movement.</p>	

	<b>Print (Pr)</b>	<p>1.1 To use repeating or overlapping shapes.</p> <p>1.2 To mimic print from the environment (e.g. wallpapers).</p> <p>1.3 Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>1.4 To press, roll, rub and stamp to make prints.</p>	<p>2.1 To use layers of two or more colours.</p> <p>2.2 To replicate patterns observed in natural or built environments.</p> <p>2.3 To make printing blocks (e.g. from coiled string glued to a block).</p> <p>2.4 To make precise repeating patterns.</p>	<p>3.1 To build up layers of colours.</p> <p>3.2 To create an accurate pattern, showing fine detail.</p> <p>3.3 To use a range of visual elements to reflect the purpose of the work.</p>
	<b>Textiles (T)</b>	<p>1.1 To use weaving to create a pattern.</p> <p>1.2 To join materials using glue and/or a stitch.</p> <p>1.3 To use plaiting.</p> <p>1.4 To use dip dye techniques.</p>	<p>2.1 To shape and stitch materials.</p> <p>2.2 To use basic cross stitch and back stitch.</p> <p>2.3 To colour fabric.</p> <p>2.4 To create weavings.</p> <p>2.5 To quilt, pad and gather fabric.</p>	<p>3.1 To show precision in techniques.</p> <p>3.2 To choose from a range of stitching techniques.</p> <p>3.3 To combine previously learned techniques to create pieces.</p>
<b>To take inspiration from the greats (classic and modern)</b>	<b>The Greats (G)</b>	<p>1.1 To describe the work of notable artists, artisans and designers.</p> <p>1.2 To use some of the ideas of artists studied to create pieces.</p>	<p>2.1 To replicate some of the techniques used by notable artists, artisans and designers.</p> <p>2.2 To create original pieces that are influenced by studies of others.</p>	<p>3.1 To give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>3.2 To show how the work of those studied was influential in both society and to other artists.</p> <p>3.3 To create original pieces that show a range of influences and styles.</p>

## Appendix B- KS1 Progression

### Art Progression Overview 2019-20

#### KS1

#### Curriculum Objectives

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- to develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

	<b>Techniques</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>1</b>	<p><b><u>Drawing</u></b> (pencil, charcoal, inks, chalk, pastels)</p> <p><b><u>Colour</u></b> (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>• Know that there are a variety of tools used for drawing.</li> <li>• Name all the colours.</li> <li>• Know that there are a variety of tools that</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the variety of drawings tools</li> <li>• Explore different textures</li> <li>• Observe and draw landscapes</li> <li>• Observe patterns</li> <li>• Mixing of colours</li> <li>• Applying colour with a range of tools</li> </ul>	<p>Crayons, pastels, chalks, pencil, pencil crayon, wax crayon. Rough, smooth, hard, soft.</p> <p>Landscape.</p> <p>Stripy, spotty, curvy, wavy, zig zag.</p> <p>Primary and secondary colours.</p>



		you can apply colour with.		
<p><b><u>Texture</u></b> (textiles, clay, sand, plaster, stone)</p> <p><b><u>Form</u></b> (3D work, clay, dough, boxes, wire, paper sculpture)</p>	<ul style="list-style-type: none"> <li>• Know how textiles create things.</li> <li>• Know that overlapping and overlaying to create effects.</li> <li>• Awareness of natural and man-made forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Construct</li> <li>• Carve</li> <li>• Pinch and roll coils and slabs using a modelling media.</li> <li>• Make simple joins</li> </ul>	<p>Names of materials, textiles, fabrics.</p> <p>Like, dislike, techniques, patterns, textures, shapes, malleable, rigid, firm, 3D, sculptures.</p>	
<p><b><u>Printing</u></b> (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p><b><u>Pattern</u></b> (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> <li>• Develop awareness and discussion of patterns.</li> <li>• Know that there are different things that you can print with.</li> <li>• Understanding of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Create patterns</li> <li>• Print only with using fruit/veg</li> <li>• Repeating patterns</li> <li>• Symmetry</li> </ul>	<p>Patterns, images, printing, patterns, symmetry.</p> <p>Repeating and sequential.</p>	

		<ul style="list-style-type: none"> <li>To know about the artist/ designer</li> </ul> <p>*Paul Klee, Henri Matisse</p>		
2	<p><b><u>Drawing</u></b> (pencil, charcoal, inks, chalk, pastels)</p> <p><b><u>Colour</u></b> (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>Know that different tools can be used to paint on different surfaces.</li> <li>Know that colour tones can be changed by adding other colours.</li> <li>To know about the artist William Turner,</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with tools and surfaces</li> <li>Discuss use of shadows, use of light and dark</li> <li>Sketch and observe anatomy (faces, limbs)</li> <li>To use drawing to develop and share their ideas, experiences and imagination</li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> </ul>	<p>All above + Crayons, pastels, chalks, pencil, pencil crayon, wax crayon. Paper, card, sandpaper, plastic, stones, tiles, glass.</p> <p>Light and dark.</p> <p>Tones of different colours. Dark, light, pale, darker, lighter.</p>

	Vincent van Gogh		
<p><b><u>Texture</u></b> <i>(textiles, clay, sand, plaster, stone)</i></p> <p><b><u>Form</u></b> <i>(3D work, clay, dough, boxes, wire, paper sculpture)</i></p>	<ul style="list-style-type: none"> <li>• Know that there are different types of stitching for different purposes.</li> <li>• To know about *Futurism</li> </ul>	<ul style="list-style-type: none"> <li>• Use large eyed needles – running stitches</li> <li>• Simple appliqué work</li> <li>• Expression of personal experiences and ideas</li> <li>• To shape and form from direct observation (malleable and rigid materials)</li> <li>• Decorative techniques</li> <li>• Replicate patterns and textures in a 3-D form</li> </ul>	<p>Needles, stitches, applique, thread, collage.</p> <p>Like, dislike, techniques, patterns, textures, shapes, malleable, rigid, firm, 3D, sculptures.</p>
<p><b><u>Printing</u></b> <i>(found materials, fruit/veg, wood blocks, press print, lino, string)</i></p> <p><b><u>Pattern</u></b></p>	<ul style="list-style-type: none"> <li>• Understand that printing can be done with a range of objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with a growing range of objects (found objects, wooden blocks, string)</li> <li>• Experiment by arranging,</li> </ul>	<p>Objects, printing.</p> <p>Arranging, overlapping, regular, irregular.</p>

	<i>(paint, pencil, textiles, clay, printing)</i>		overlapping, regular and irregular patterning <ul style="list-style-type: none"><li>• Natural and manmade patterns</li><li>• Discuss regular and irregular</li></ul>	Natural and manmade.
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## Appendix B- LKS2 Progression

### Art Progression Overview 2019-20 LKS2

#### Curriculum Objectives

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay],
- about great artists, architects and designers in history.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

	<b>Techniques</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>3</b>	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>• To know pencils can be used in a variety of ways</li> <li>• To understand perspective</li> <li>• To know the proportions to draw a face accurately</li> <li>• To understand that colours can be mixed</li> <li>• To know different brushes are used for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with the potential of various pencils</li> <li>• Close observation</li> <li>• Draw both the positive and negative shapes</li> <li>• Initial sketches as a preparation for painting</li> <li>• Accurate drawings of people – particularly faces</li> <li>• Colour mixing</li> <li>• Make colour wheels</li> <li>• Introduce different types of brushes</li> </ul>	<p>All of KS1 and:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Perspective</li> <li>• Proportions</li> <li>• Positive</li> <li>• Negative</li> <li>• Colour mixing</li> <li>• Colour wheels</li> <li>• Dotting</li> <li>• Scratching</li> <li>• Splashing</li> </ul>

		<ul style="list-style-type: none"> <li>To know a variety of techniques to apply colour</li> <li>To know about the artist H. Galler, H. Matisse, Q. Blake, Pop Art</li> </ul>	<ul style="list-style-type: none"> <li>Techniques- apply colour using dotting, scratching, splashing</li> </ul>	
<p>Texture (textiles, clay, sand, plaster, stone)</p> <p>Form (3D work, clay, dough, boxes, wire, paper sculpture)</p>	<ul style="list-style-type: none"> <li>To know how to thread a needle</li> <li>To understand the difference between types of threads</li> <li>To know how to weave using a variety of materials</li> <li>To know the effectiveness of different adhesives</li> <li>To know that work must look aesthetically pleasing</li> </ul>	<ul style="list-style-type: none"> <li>Use smaller eyed needles and finer threads and refine the running stitch</li> <li>Weaving (not paper/card)</li> <li>Shape, form, model and construct (malleable and rigid materials)</li> <li>Aesthetics to be a focus of work created</li> </ul>	<ul style="list-style-type: none"> <li>Needle eye</li> <li>Running stitch</li> <li>Malleable</li> <li>Rigid</li> <li>aesthetic</li> </ul>	
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Pattern</p>	<ul style="list-style-type: none"> <li>To know there are different types of printing</li> <li>To know that different types of printing can create different textures/patterns which can be symmetrical or asymmetrical</li> </ul>	<ul style="list-style-type: none"> <li>Relief and impressed printing</li> <li>Recording textures/patterns</li> <li>Monoprinting</li> <li>Colour mixing through overlapping colour prints</li> <li>Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Relief and impressed</li> <li>symmetry</li> </ul>	

	(paint, pencil, textiles, clay, printing)			
4	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>To draw people in proportion using tone, tint, shade</li> <li>To know how to enlarge/decrease a picture</li> <li>To use a paint programme to use colours to reflect mood</li> <li>To know how to choose the correct item for the task</li> <li>ICT can be used for a range of drawing purposes.</li> </ul> <p>To know about: * Typography, Sculpture</p>	<ul style="list-style-type: none"> <li>Identify and draw the effect of light</li> <li>Scale and proportion</li> <li>Accurate drawings of whole people including proportion and placement</li> <li>Work on a variety of scales</li> <li>Colour mixing and matching; tint, tone, shade</li> <li>Suitable equipment for the task</li> <li>Colour to reflect mood</li> </ul>	<p>All of KS1 and:</p> <ul style="list-style-type: none"> <li>Scale</li> <li>Proportion</li> <li>Scales</li> <li>Mood</li> <li>Tone</li> <li>Tint</li> <li>Shade</li> </ul>
	Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <li>To develop knowledge of textile stitches</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider variety of stitches (cross stitch, backstitch)</li> </ul>	<ul style="list-style-type: none"> <li>Cross stitch</li> <li>Backstitch</li> <li>Mood</li> </ul>

	<p>Form (3D work, clay, dough, boxes, wire, paper sculpture)</p>	<ul style="list-style-type: none"> <li>• To know how to create mood, feeling and movement</li> <li>• To know about fabrics in art to create a suitable item</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with creating mood, feeling, movement-</li> <li>• Compare different fabrics</li> <li>• Experience surface patterns / textures</li> <li>• Batik dying</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling</li> <li>• movement</li> </ul>
	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> <li>• To know how to gather a range of patterns/textures from the environment</li> <li>• To know and understand the difference between environmental and manmade patterns</li> <li>• To know what tessellation is</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbook for recording textures/patterns</li> <li>• Analyse and interpret natural and manmade forms of construction</li> <li>• Modify and adapt print</li> <li>• Explore environmental and manmade patterns</li> <li>• Tessellation</li> </ul>	<ul style="list-style-type: none"> <li>• Natural</li> <li>• Manmade</li> <li>• tessellation</li> </ul>



## Appendix C- UKS2 Progression

### Art Progression Overview 2019-20 UKS2

#### Curriculum Objectives

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay],
- about great artists, architects and designers in history.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

	<b>Techniques</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>5</b>	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>• To know the effect of light on objects from different directions</li> <li>• To understand the concept of perspective</li> <li>• To understand shade, tint and tone</li> <li>• To know how images can be manipulated using a graphic package.</li> <li>• To know about the artist</li> </ul> <p>*Still Life</p>	<ul style="list-style-type: none"> <li>• Interpret the texture of a surface</li> <li>• Produce increasingly accurate drawings of objects including using perspective</li> <li>• Explore the use of texture in colour</li> <li>• Use colour for different purposes</li> </ul>	<p>All of LKS2 and:</p> <p>Perspective Concept Hue Tint Tone Purpose</p>

<p>Texture (textiles, clay, sand, plaster, stone)</p> <p>Form (3D work, clay, dough, boxes, wire, paper sculpture)</p>	<ul style="list-style-type: none"> <li>• To know about artists who use textiles</li> <li>• Understand shape, form</li> <li>• Understand properties of media</li> <li>• Discuss and evaluate the work of other sculptors</li> </ul> <ul style="list-style-type: none"> <li>• To know about the craft maker/ designer</li> </ul> <p>*Masks</p>	<ul style="list-style-type: none"> <li>• Select and use materials</li> <li>• Embellish work using previous knowledge of stitching</li> <li>• Make an item using fabric</li> <li>• Plan and develop ideas</li> <li>• Model and join</li> </ul>	<p>Embellish Media</p>
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Pattern ( paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> <li>• To know different methods of printing.</li> <li>• To have an understanding of pattern building on previous knowledge</li> </ul> <ul style="list-style-type: none"> <li>• To know about the artist/ designer</li> </ul>	<ul style="list-style-type: none"> <li>• Combining prints</li> <li>• Design prints</li> <li>• Make connections</li> <li>• Discuss and evaluate own work</li> <li>• Create own abstract pattern (using previous knowledge) to reflect personal experiences</li> <li>• Create pattern for purposes</li> </ul>	<p>Combining Abstract Purpose Personal experiences</p>

		*Graphic Designer		
6	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>To refine knowledge of the effect of light on objects from different directions and know the effect on people</li> <li>To understand hue, tint, tone, shades and mood</li> <li>To understand that a digital image is made by layering</li> <li>To know about the artist *Still Life</li> </ul>	<ul style="list-style-type: none"> <li>To compare the texture of different surfaces</li> <li>Produce increasingly accurate drawings of people including using perspective</li> <li>Use colour to express feelings</li> <li>Be able to import an image into a graphics package</li> <li>Create layered images from original ideas</li> </ul>	<p>All of LKS2 and:</p> <p>Mood Hue Expressing feelings Layered image Layering</p>
	<p>Texture (textiles, clay, sand, plaster, stone)</p> <p>Form (3D work, clay, dough, boxes, wire, paper sculpture)</p>	<ul style="list-style-type: none"> <li>Develop their understanding of the properties of media</li> <li>Compare and evaluate the work of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>Refine the skill of embellishing</li> <li>Refine skills of modelling and joining using appropriate media</li> <li>Work collaboratively on a larger scale</li> </ul>	<p>Refine Collaboratively Express feelings Suggest Further improvements</p>

		<ul style="list-style-type: none"> <li>To know about the craft maker/ designer</li> </ul> <p>*Jewellery designer</p>	<ul style="list-style-type: none"> <li>Improve plans and develop ideas based on experiences from previous years</li> <li>Discuss and evaluate own work to suggest further improvements</li> </ul>	
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Pattern ( paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> <li>To know a range of different printing techniques</li> <li>To know a range of printing techniques used by various artists</li> </ul> <ul style="list-style-type: none"> <li>To know about the artist/ designer</li> </ul> <p>*Graphic Designer</p>	<ul style="list-style-type: none"> <li>Builds up drawings and images of whole or parts of items using various techniques</li> <li>Screen printing</li> <li>Explore printing techniques used by various artists</li> <li>Create pattern for different purposes</li> <li>Create own abstract pattern (using previous knowledge) to reflect personal expression</li> </ul>	<p>Printing techniques</p> <p>Various artists</p> <p>Whole</p> <p>Screen printing</p> <p>Explore</p> <p>Personal expression</p>	

## Appendix D- Curriculum Overview

### Eastbrook School

#### Art & Design

#### Objective

*To provide a safe and nurturing environment in which pupils develop their creative skills with authenticity, curiosity and enthusiasm. Where each child is encouraged to take creative risks and learns from the journey and not only heads towards a pre-defined end result.*

Therefore:

1. Traditional skills should be balanced with experimental work.
2. Small scale work should be balanced with large scale work.
3. Quiet reflective study should be balanced with active, dynamic work.
4. Individual work should be balanced with group work.
5. Two dimensional work should be balanced with three dimensional work.
6. Study of historical “great” artists should be balanced with contemporary artists.

In addition, children should be given the opportunity to experience:

1. How it feels to take creative risks as opposed to playing it safe
2. That chaos and mess can be productive for some people
3. Both female and male creative role models (including visits from artists/visits to galleries/artists’ studios)

#### Skills and development

From year 1 to year 6 basic skills are introduced and then built upon. Each project covers certain knowledge, skills and vocabulary which are listed below per year group. Class themes will be integrated in at least one project per term (IPC).

#### Evidence and keeping track

Introduction exercises, design stages and finalised products are kept and displayed in a personal sketchbook. Each term at least two year groups will have at least one art piece on display for the school to admire and enjoy. Each sketchbook has a section of short projects to help develop children’s drawing, making and technical skills. Children who finish their work with time to spare can work on those exercises independently.

## Art & Design

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
1	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>Portrait (1) (front sketchbook)</li> <li>Discovering Charcoal Exercise (1)</li> <li>Charcoal and handprint art (1)</li> <li>Forest collage (2) (IPC related)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>drawing skills</li> <li>observational skills</li> <li>sketching and lines</li> <li>charcoal as a medium</li> <li>hand eye coordination</li> <li>tactile &amp; physical drawing skills</li> <li>connects to early caveman art</li> <li>painting skills, techniques</li> </ul>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>Colour Wheel (primary, secondary colours)</li> <li>Wax Resist Autumn Leaves (2)</li> <li>Dough coins (2) (IPC related)</li> <li>Money making (2)</li> <li>Christmas bauble (1)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>drawing skills</li> <li>one line/continuous drawing</li> <li>graphite, wax resist and watercolour as a medium</li> <li>hand eye coordination</li> </ul>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>Plastic Fish (recycle bottles (3) IPC)</li> <li>Drawing Spiral Snails (1)</li> <li>Paul Klee Village (2)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>drawing skills</li> <li>pastel as a medium</li> <li>hand eye coordination</li> <li>drawing as a physical activity</li> <li>colour and colour mixing in an intuitive way</li> <li>introduction to art and artist</li> <li>creative response</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>Drawing Feathers (1)</li> <li>Making Sculptural Birds (3)</li> <li>Matisse Fish Bowl (3)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>drawing skills</li> <li>collage</li> <li>link between drawing &amp; making</li> <li>introduction to artist</li> <li>pastel and ink as medium</li> <li>mixing colours</li> <li>composition</li> <li>creative response</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <ol style="list-style-type: none"> <li>To respond to ideas and starting points.</li> <li>To explore ideas and</li> </ol>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>Plasticine Print Making (1)</li> <li>Dinosaur hats (1)</li> <li>Drawing Fruit and</li> <li>Vegetables (1) IPC</li> <li>Roots underground (2) IPC</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>printmaking</li> <li>mark making in a 3D material</li> <li>concept of negative / positive</li> <li>fine motor skills</li> <li>observational skills</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <ol style="list-style-type: none"> <li>To explore ideas and collect visual information.</li> </ol>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>Weaving paper (2)</li> <li>Summer/Flower hats (3)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>motor skills</li> <li>link between drawing and making</li> <li>fine motor skills</li> <li>construction as art</li> <li>papier mache as medium</li> <li>creative response</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <ol style="list-style-type: none"> <li>To respond to ideas and starting points.</li> <li>To explore ideas and collect visual information.</li> <li>To explore</li> </ol>

<ul style="list-style-type: none"> <li>• introduce collage</li> <li>• creative response</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Painting</b></p> <p>1.1: To use thick and thin brushes.</p> <p>1.2: To mix primary colours to make secondary.</p> <p><b>Collage</b></p> <p>1.1: To use a combination of materials that are cut, torn and glued.</p> <p>1.2: To sort and arrange materials.</p> <p>1.3: To mix materials to create texture.</p> <p><b>Drawing</b></p> <p>1.1: To draw lines of different sizes and thickness.</p>	<ul style="list-style-type: none"> <li>• observational &amp; experimental drawing</li> <li>• explores composition</li> <li>• introduce printing</li> <li>• integrate shapes</li> <li>• introduce imprinting</li> <li>• creative response</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <p>1.1: To respond to ideas and starting points.</p> <p>1.2: To explore ideas and collect visual information.</p> <p>1.3: To explore different methods and materials as ideas develop.</p> <p><b>Painting</b></p> <p>1.1: To use thick and thin brushes.</p> <p>1.2: To mix primary colours to make secondary.</p> <p><b>Sculpture</b></p> <p>1.3 To use rolled up paper, straws, paper, card and clay as materials.</p> <p>1.4 To use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Drawing</b></p> <p>1.1: To draw lines of different sizes and thickness.</p>	<p>1.1: To respond to ideas and starting points.</p> <p>1.2: To explore ideas and collect visual information.</p> <p>1.3: To explore different methods and materials as ideas develop.</p> <p><b>Painting</b></p> <p>1.1: To use thick and thin brushes.</p> <p>1.2: To mix primary colours to make secondary.</p> <p><b>Sculpture</b></p> <p>1.3 To use rolled up paper, straws, paper, card and clay as materials.</p> <p>1.4 To use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Drawing</b></p> <p>1.1: To draw lines of different sizes and thickness.</p>	<p>collect visual information.</p> <p>1.3: To explore different methods and materials as ideas develop.</p> <p><b>Painting</b></p> <p>1.1: To use thick and thin brushes.</p> <p>1.2: To mix primary colours to make secondary.</p> <p>1.3: To add white to colours to make tints and black to colours to make tones.</p> <p><b>Collage</b></p> <p>1.1: To use a combination of materials that are cut, torn and glued.</p> <p>1.2: To sort and arrange materials.</p> <p>1.3: To mix materials to create texture.</p> <p><b>Sculpture</b></p> <p>1.1: To use a combination of shapes.</p>	<p>Sculpture</p> <p>1.3 To use rolled up paper, straws, paper, card and clay as materials.</p> <p>1.4 To use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Printing</b></p> <p>1.1 To use repeating or overlapping shapes.</p> <p>1.2 To mimic print from the environment (e.g. wallpapers).</p> <p>1.3 Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p><b>Drawing</b></p> <p>1.2 To colour (own work) neatly following the lines.</p> <p>1.3 To show pattern and texture by adding dots and lines.</p>	<p>different methods and materials as ideas develop.</p> <p><b>Textile</b></p> <p>1.1 To use weaving to create a pattern.</p> <p>1.2 To join materials using glue and/or a stitch.</p> <p><b>Collage</b></p> <p>1.1: To use a combination of materials that are cut, torn and glued.</p> <p><b>Sculpture</b></p> <p>1.1: To use a combination of shapes.</p> <p>1.3 To use rolled up paper, straws, paper, card and clay as materials.</p> <p>1.4 To use techniques such as rolling, cutting, moulding and carving.</p>
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		<p>colours to make secondary. 1.4: To create colour wheels.</p> <p><b>Sculpture</b> 1.1: To use a combination of shapes. 1.2: To include lines and texture.</p> <p><b>Drawing</b> 1.2: To colour (own work) neatly following the lines. 1.3: To show pattern and texture by adding dots and lines.</p>	<p>1.2: To colour (own work) neatly following the lines. 1.3: To show pattern and texture by adding dots and lines.</p> <p><b>Great artists</b> 1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.</p>	<p>1.2: To include lines and texture. 1.3: To use rolled up paper, straws, paper, card and clay as materials. 1.2: To colour (own work) neatly following the lines.</p> <p><b>Drawing</b> 1.3: To show pattern and texture by adding dots and lines. 1.4: To show different tones by using coloured pencils.</p> <p><b>Great artists</b> 1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.</p>		
<b>2</b>	<p><b>PROJECTS</b> 1. Portrait (1) 2. Colour Wheel (1) 3. Making Boats That Float (3) IPC</p>	<p><b>PROJECTS</b> 1. Turner Boats (2) IPC 2. Mini Beast Artwork (1)</p>	<p><b>PROJECTS</b> 1. Animal Parade: Making Masks (2/3) 3. Thunderstorm painting (2/3) IPC</p>	<p><b>PROJECTS</b> 1. Mono Printing with Oil Pastel and Carbon Copy Paper (1)</p>	<p><b>PROJECTS</b> 1. Where the wild things are -Make Wild Thing character (3)</p>	<p><b>PROJECTS</b> 1. Clay Cupcakes (3) 2. Weaving baskets (2)</p> <p><b>KEY POINTS</b></p>



<p>4. Transportation - futurism (1) (IPC related)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• making in a variety of materials</li> <li>• design through Making</li> <li>• observational skills</li> <li>• drawing skills</li> <li>• tracing and creating movement</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>1.1: To respond to ideas and starting points.</p> <p>1.2: To explore ideas and collect visual information.</p> <p>1.3: To explore different methods and materials as ideas develop.</p> <p><b>Sculpture</b></p>	<p>3. One Line Street Scene (2)</p> <p>4. Still life (2)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• cutting skills</li> <li>• construction</li> <li>• continuous drawing skills</li> <li>• develop drawing skills</li> <li>• develop mixing colours skills</li> <li>• fine motor skills</li> <li>• mixing colours</li> <li>• creating patterns</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>1.1: To respond to ideas and starting points.</p> <p>1.2: To explore ideas and collect visual information.</p> <p>1.3: To explore different methods and materials as ideas develop.</p>	<p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• drawing skills</li> <li>• creative response</li> <li>• collage</li> <li>• notion of cultural identity &amp; imagination</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>1.1: To respond to ideas and starting points.</p> <p>1.2: To explore ideas and collect visual information.</p> <p>1.3: To explore different methods and materials as ideas develop.</p> <p>Painting</p> <p>1.1: To use thick and thin brushes.</p> <p>1.2: To mix primary colours to make secondary.</p> <p>1.4: To create colour wheels.</p>	<p>2. Where the wild things are</p> <p>-Introduction Where the Wild Things are (1)</p> <p>-Shared ink drawing (2)</p> <p>-Adding colour to scene (2)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• printing skills</li> <li>• mark making (quills and ink and pen and pencil)</li> <li>• preliminary sketches through to finished drawing</li> <li>• making a shared drawing</li> <li>• colour mixing (soft pastels)</li> <li>• making sculpture (plastic bags, wire, modroc)</li> <li>• collage</li> <li>• themes include narrative, landscape and character</li> <li>• appreciation of work or author / illustrator Maurice Sendak</li> </ul>	<p>2. Houses from Around the World (2) IPC</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• making sculpture (plastic bags, wire, modroc)</li> <li>• collage</li> <li>• themes include narrative, landscape and character</li> <li>• appreciation of work or author / illustrator Maurice Sendak</li> <li>• mark making</li> <li>• collage</li> <li>• line Drawing</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Printing</b></p> <p>1.1 To use repeating or overlapping shapes.</p> <p>1.2 To mimic print from the environment (e.g. wallpapers).</p> <p>1.3 Use objects to create prints (e.g. fruit, vegetables or sponges).</p>	<ul style="list-style-type: none"> <li>• sculpting and sculpting technique</li> <li>• applying colour to clay</li> <li>• weaving to construct an object</li> <li>• connection between drawing and making</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>1.1: To respond to ideas and starting points.</p> <p>1.2: To explore ideas and collect visual information.</p> <p>1.3: To explore different methods and materials as ideas develop.</p> <p><b>Sculpture</b></p> <p>1.1 To use a combination of shapes.</p> <p>1.2 To include lines and texture.</p> <p>1.4 To use techniques such as rolling, cutting,</p>
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<p>1.1 To use a combination of shapes. 1.2 To include lines and texture. 1.3 To use rolled up paper, straws, paper, card and clay as materials. 1.4 To use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Painting</b> 1.1 To use thick and thin brushes. 1.2 To mix primary colours to make secondary. 1.3 To add white to colours to make tints and black to colours to make tones. 1.4 To create colour wheels.</p>	<p><b>Sculpture</b> 1.1 To use a combination of shapes. 1.2 To include lines and texture. 1.3 To use rolled up paper, straws, paper, card and clay as materials. 1.4 To use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Drawing</b> 1.1 To draw lines of different sizes and thickness. 1.2 To colour (own work) neatly following the lines.</p> <p><b>Printing</b> 1.1 To use repeating or overlapping shapes.</p>	<p><b>Drawing</b> 1.2 To colour (own work) neatly following the lines. 1.3 To show pattern and texture by adding dots and lines.</p> <p><b>Sculpture</b> 1.1 To use a combination of shapes. 1.2 To include lines and texture. 1.3 To use rolled up paper, straws, paper, card and clay as materials. 1.4 To use techniques such as rolling, cutting, moulding and carving.</p>	<p><b>SKILLS OBJECTIVES</b></p> <p><b>Printing</b> 1.1 To use repeating or overlapping shapes. 1.2 To mimic print from the environment (e.g. wallpapers). 1.3 Use objects to create prints (e.g. fruit, vegetables or sponges). 1.4 To press, roll, rub and stamp to make prints.</p> <p><b>Drawing</b> 1.1 To draw lines of different sizes and thickness. 1.2 To colour (own work) neatly following the lines. 1.3 To show pattern and texture by adding dots and lines. 1.4 To show different tones by using coloured pencils.</p> <p><b>Collage</b></p>	<p>1.4 To press, roll, rub and stamp to make prints.</p> <p><b>Drawing</b> 1.1 To draw lines of different sizes and thickness. 1.2 To colour (own work) neatly following the lines. 1.3 To show pattern and texture by adding dots and lines. 1.4 To show different tones by using coloured pencils.</p> <p><b>Collage</b> 1.1 To use a combination of materials that are cut, torn and glued. 1.2 To sort and arrange materials. 1.3 To mix materials to create texture.</p> <p><b>Idea development</b> 1.1: To respond to ideas and starting</p>	<p>moulding and carving.1P2</p> <p><b>Textile</b> 1.1 To use weaving to create a pattern. 1.2 To join materials using glue and/or a stitch.</p>
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	<p>1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.</p>	<p>1.2 To mimic print from the environment (e.g. wallpapers). 1.3 Use objects to create prints (e.g. fruit, vegetables or sponges). 1.4 To press, roll, rub and stamp to make prints.</p> <p>Great Artists 1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.</p>		<p>1.1 To use a combination of materials that are cut, torn and glued. 1.2 To sort and arrange materials. 1.3 To mix materials to create texture.</p> <p><b>Idea development</b> 1.1: To respond to ideas and starting points. 1.2: To explore ideas and collect visual information. 1.3: To explore different methods and materials as ideas develop.</p>	<p>points. 1.2: To explore ideas and collect visual information. 1.3: To explore different methods and materials as ideas develop.</p> <p><b>Printing</b> 1.1 To use repeating or overlapping shapes.</p>	
<b>3</b>	<p><b>PROJECTS</b> 1. Portrait (1) 2. Colour Wheel - Water Colour – Secondary +</p>	<p><b>PROJECTS</b> 1. Printing cave drawings (2) (IPC)</p>	<p><b>PROJECTS</b> 1. Making Drawings Move (1) 2. Pinch Pots (2) 3. Batik (2) IPC</p>	<p><b>PROJECTS</b> 1. A Cheerful Orchestra (2)</p>	<p><b>PROJECTS</b> 1. Drawing with Scissors: Inspired by Matisse (2)</p>	<p><b>PROJECTS</b> 1. Pop Art Logo (2) IPC 2. Drawing and Making Flowers (2)</p>

<p>complementary colours (1) 3. Quentin Blake's Drawings as Inspiration (3)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• drawing skills</li> <li>• observational skills</li> <li>• explores how drawing inspires making</li> <li>• explores visual literacy</li> <li>• connects to literature</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 2.1 To develop ideas from starting points throughout the curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they</p>	<p>2. Cave box with silhouette cut outs (3) (IPC) 3. Colourful Weaving (3) 4. Christmas Bauble (1)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• cutting and fine motor skills</li> <li>• creating silhouettes</li> <li>• collage</li> <li>• weaving</li> <li>• printing</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 2.1 To develop ideas from starting points throughout the curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they</p>	<p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• 3d and design through making</li> <li>• explores scale</li> <li>• explores expression and character</li> <li>• introduces simple animation</li> <li>• explores how drawing inspires making</li> <li>• explores visual literacy</li> <li>• connects to literature</li> <li>• develops dexterity skills</li> <li>• mod rock as a medium</li> <li>• clay as a medium</li> <li>• developing construction methods</li> <li>• sculpting method</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 2.1 To develop ideas from starting points throughout the curriculum. 2.2 To collect information, sketches and resources.</p>	<p>2. Sculptural Characters Inspired by Dahl and Blake (3) 3. Be An Architect! (3)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• drawing, painting and collage skills</li> <li>• using all our senses to inspire imagination</li> <li>• explores how combining elements gives new ideas</li> <li>• individual and class creativity</li> <li>• develops talking skills around art</li> <li>• connects to music</li> <li>• introduces construction methods</li> <li>• combines drawing and making</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 2.1 To develop ideas from starting points throughout the curriculum.</p>	<p>2. Thoughtful Mark Making (1) 3. Carnival Masks (3)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• develops printing, drawing and collage skills</li> <li>• enables an interpretation and exploration of, and a creative response to an artwork</li> <li>• explores visual literacy</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 2.1 To develop ideas from starting points throughout the curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways.</p>	<p>3. Fruit Inspired Clay Tiles (2)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• develops looking, drawing and making skills</li> <li>• introduces working in relief in clay</li> <li>• explores paper and wire</li> <li>• develops individual and group creativity</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 2.1 To develop ideas from starting points throughout the curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on</p>
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<p>progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Painting</b> 2.1 To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2.2 To mix colours effectively. 2.3 To use watercolour paint to produce washes for backgrounds then add detail. 2.4 To experiment with creating mood with colour.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of pencils to show line, tone and texture.</p>	<p>progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Printing</b> 2.2 To mix colours effectively. 2.3 To use watercolour paint to produce washes for backgrounds then add detail.</p> <p><b>Textiles</b> 2.4 To create weavings.</p> <p><b>Drawing</b> 2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes).</p> <p><b>Sculpture</b></p>	<p>2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas.</p> <p><b>Collage</b> 2.3 To use coiling, overlapping, tessellation, mosaic and montage. Great artists</p> <p><b>Textiles</b> 2.2 To use basic cross stitch and back stitch. 2.3 To colour fabric.</p>	<p>2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Sculpture</b> 2.1 To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 2.2 To include texture that conveys feelings, expression or movement. 2.3 To use clay and other mouldable materials. 2.4 To add materials to provide interesting detail.</p> <p><b>Drawing</b></p>	<p>2.5 To comment on artworks using visual language.</p> <p><b>Sculpture</b> 2.1 To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 2.2 To include texture that conveys feelings, expression or movement. 2.3 To use clay and other mouldable materials. 2.4 To add materials to provide interesting detail.</p> <p><b>Painting</b> 2.1 To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2.2 To mix colours</p>	<p>artworks using visual language.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Sculpture</b> 2.2 To include texture that conveys feelings, expression or movement. 2.3 To use clay and other mouldable materials.</p> <p><b>Painting</b></p>
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	<p>2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Great artists</b> 2.1 To replicate some of the techniques used by notable artists, artisans and designers. 2.2 To create original pieces that are influenced by studies of others.</p>	<p>2.2 To include texture that conveys feelings, expression or movement. 2.4 To add materials to provide interesting detail.</p> <p><b>Collage</b> 2.2 To ensure work is precise.</p> <p><b>Great artists</b> 2.1 To replicate some of the techniques used by notable artists, artisans and designers. 2.2 To create original pieces that are influenced by studies of others.</p>		<p>2.2 To annotate sketches to explain and elaborate ideas. 2.4 To use shading to show light and shadow.</p> <p><b>Great artists</b> 2.1 To replicate some of the techniques used by notable artists, artisans and designers. 2.2 To create original pieces that are influenced by studies of others.</p>	<p>effectively. 2.4 To experiment with creating mood with colour. Drawing</p> <p><b>Collage</b> 2.1 To select and arrange materials for a striking effect. 2.2 To ensure work is precise. 2.3 To use coiling, overlapping, tessellation, mosaic and montage. Great artists</p> <p><b>Drawing</b> 2.2 To annotate sketches to explain and elaborate ideas.</p> <p><b>Great artists</b> 2.1 To replicate some of the techniques used by notable artists, artisans and designers. 2.2 To create original pieces that are</p>	<p>2.1 To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2.2 To mix colours effectively. 2.3 To use watercolour paint to produce washes for backgrounds then add detail. 2.4 To experiment with creating mood with colour.</p> <p><b>Great artists</b> 2.1 To replicate some of the techniques used by notable artists, artisans and designers. 2.2 To create original pieces that are influenced by studies of others.</p>
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					influenced by studies of others.	
<b>4</b>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>1. Portrait (1)</li> <li>2. Typography for Children (1)</li> <li>3. 3D Visual Maps (2)</li> <li>4. Volcano (2)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• typography and drawing skills</li> <li>• visualization and imagination skills</li> <li>• combines drawing and making</li> <li>• connects to Geography</li> <li>• observational drawing skills</li> <li>• encourages children to develop ideas towards something new</li> <li>• introduces ideas about design &amp; communication</li> </ul>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>1. Volcano (1)</li> <li>2. Colour Wheel - paint - warm/cold (1)</li> <li>2. Christmas Bauble (1)</li> <li>3. Illustrating the Jabberwocky (2)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• experimental drawing skills</li> <li>• drawing in relation to language</li> <li>• individual and group creativity</li> <li>• visual literacy</li> </ul> <p>Connects to literature</p> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <p>2.1 To develop ideas from starting points throughout the</p>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>1. Quick Clay Figurative Sketches (1)</li> <li>2. Making an Architecture Gallery (3)</li> </ol> <p>IPC</p> <ol style="list-style-type: none"> <li>3. Cactus in Pot (2)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• clay sketching skills</li> <li>• lateral thinking</li> <li>• explores scale and context</li> <li>• explores visual literacy</li> <li>• connects to museum &amp; gallery visits</li> <li>• develops printing skills</li> <li>• develops shading skills - shading/hatching</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <p>2.1 To develop ideas from starting points throughout the curriculum.</p>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>1. Drawing with Scissors: Inspired by Matisse (2)</li> <li>2. Wax Resist with Coloured Inks and Sgraffito on Foamboard (3)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• drawing skills</li> <li>• hand eye coordination</li> <li>• mark making and colour</li> <li>• printing, drawing and collage skills</li> <li>• interpretation and exploration of, and a creative response to an artwork</li> <li>• visual literacy</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <p>2.1 To develop ideas from starting points throughout the</p>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>1. Shades and hues/warm and cold (1)</li> <li>2. Thoughtful Mark Making (1)</li> <li>3. Vegetable garden (2)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• drawing skills</li> <li>• mark making skills</li> <li>• composition</li> <li>• individual or group creativity</li> <li>• observing colour and texture</li> <li>• observational skills</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <p>2.1 To develop ideas from starting points throughout the curriculum.</p> <p>2.2 To collect information, sketches and resources.</p>	<p><b>PROJECTS</b></p> <ol style="list-style-type: none"> <li>1. Birds in the Trees (2)</li> <li>2. Painting on plaster (4)</li> </ol> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• observational skills</li> <li>• drawing skills</li> <li>• hatching, cross hatching, shading, stippling</li> <li>• layering</li> <li>• painting skills</li> <li>• collage</li> </ul> <p><b>SKILLS OBJECTIVES</b></p> <p><b>Idea development</b></p> <p>2.1 To develop ideas from starting points throughout the curriculum.</p> <p>2.2 To collect information, sketches and resources.</p> <p>2.3 To adapt and refine ideas as they progress.</p>

<ul style="list-style-type: none"> <li>• tactile &amp; physical drawing skills</li> <li>• paper mache skills and mixing colours(paint)</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>2.1 To develop ideas from starting points throughout the curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of</p>	<p>curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Painting</b> 2.2 To mix colours effectively. 2.3 To use watercolour paint to produce washes for backgrounds then add detail. 2.4 To experiment with creating mood with colour.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of</p>	<p>2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Sculpture</b></p>	<p>curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Great artists</b> 2.1 To replicate some of the techniques used by notable artists, artisans and designers. 2.2 To create original pieces that are influenced by studies of others.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas.</p>	<p>2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Painting</b> Drawing 2.1 To use different hardnesses of pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Printing</b> 2.2 To replicate patterns observed in</p>	<p>2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language.</p> <p><b>Painting</b> 2.1 To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2.2 To mix colours effectively. 2.3 To use watercolour paint to produce washes for backgrounds then add detail. 2.4 To experiment with creating mood with colour.</p> <p><b>Drawing</b> 2.1 To use different hardnesses of pencils to show line, tone and texture.</p>
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<p>pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Painting</b> 2.2 To mix colours effectively. 2.4 To experiment with creating mood with colour.</p> <p><b>Sculpture</b> 2.2 To include texture that conveys feelings, expression or movement.</p>	<p>pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Sculpture</b> 2.2 To include texture that conveys feelings, expression or movement. 2.3 To use clay and other mouldable materials.</p>	<p>2.1 To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 2.2 To include texture that conveys feelings, expression or movement. 2.3 To use clay and other mouldable materials. 2.4 To add materials to provide interesting detail</p> <p><b>Collage</b> 2.1 To select and arrange materials for a striking effect. 2.2 To ensure work is precise. 2.3 To use coiling, overlapping, tessellation, mosaic and montage. Great artists</p>	<p>2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Painting</b> 2.1 To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2.2 To mix colours effectively. 2.3 To use watercolour paint to produce washes for backgrounds then add detail. 2.4 To experiment with creating mood with colour.</p> <p><b>Collage</b> 2.1 To select and arrange materials for a striking effect.</p>	<p>natural or built environments. 2.3 To make printing blocks (e.g. from coiled string glued to a block). 2.4 To make precise repeating patterns.</p>	<p>2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture.</p> <p><b>Collage</b> 2.1 To select and arrange materials for a striking effect. 2.2 To ensure work is precise. 2.3 To use coiling, overlapping, tessellation, mosaic and montage. Great artists</p> <p><b>Great artists</b> 2.1 To replicate some of the techniques used by notable artists, artisans and designers. 2.2 To create original</p>
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	<p>2.4 To add materials to provide interesting detail</p> <p><b>Great artists</b></p> <p>2.1 To replicate some of the techniques used by notable artists, artisans and designers.</p> <p>2.2 To create original pieces that are influenced by studies of others.</p>		<p><b>Printing</b></p> <p>2.1 To use layers of two or more colours.</p> <p>2.2 To replicate patterns observed in natural or built environments.</p> <p>2.3 To make printing blocks (e.g. from coiled string glued to a block).</p> <p>2.4 To make precise repeating patterns.</p>	<p>2.2 To ensure work is precise.</p> <p>2.3 To use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Great artists</p>		<p>pieces that are influenced by studies of others.</p>
5	<p><b>PROJECTS</b></p> <p>1. Portriat (1)</p> <p>2. Symmetrical printing (1)</p> <p>3. Colour Wheel - Colouring pencils - complementary colours (1)</p> <p>4. Sketchbook Exploration (1)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• drawing and sketchbook skills</li> </ul>	<p><b>PROJECTS</b></p> <p>1. Masks (3) (IPC)</p> <p>2. Heather Galler - Still Life (2)</p> <p>4. Christmas Bauble (1)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• variety of media</li> <li>• independent decision making</li> <li>• connects to design, theatre, fashion</li> </ul>	<p><b>PROJECTS</b></p> <p>1. Big Bugs (3) (IPC)</p> <p>2. Miro – Collage, Automatic Drawing, &amp; Sculpture (2)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• encourage creative response to architecture from other eras</li> <li>• drawing and making skills</li> <li>• drawing inspired by sound and mood</li> </ul>	<p><b>PROJECTS</b></p> <p>1. Graphic Inky Still Life (3)</p> <p>2. Greek vases (3)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• develops observational drawing skills</li> <li>• develops hand eye coordination</li> <li>• explores composition</li> <li>• combines drawing with making</li> <li>• paper mache</li> </ul>	<p><b>PROJECTS</b></p> <p>1. Areal images (3) (IPC)</p> <p>2. Creating your own sewn square (3)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• sewing skills</li> <li>• links drawing to making</li> <li>• perspective and point of view</li> <li>• use of colour</li> </ul>	<p><b>PROJECTS</b></p> <p>1. Making a Festival Feast from Modroc (3)</p> <p>2. Communal Picnic Drawing (3)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• develops making and drawing skills</li> <li>• explores new media and drawing surfaces</li> <li>• promotes collaboration in creativity</li> </ul>

<ul style="list-style-type: none"> <li>• what is symmetry</li> <li>• printing in a pattern</li> <li>• how to mix colours</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses.</p>	<ul style="list-style-type: none"> <li>• explores continuous line drawing</li> <li>• develops colour mixing (paint)</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses.</p>	<ul style="list-style-type: none"> <li>• hand eye coordination</li> <li>• construction in 3d from 2d</li> <li>• visual literacy</li> <li>• connects to Surrealism</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses.</p> <p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>• Greek style and history</li> <li>• making skill</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses.</p> <p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections,</p>	<p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses.</p> <p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>	<p><b>SKILLS OBJECTIVES</b> <b>Idea development</b> 3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses.</p> <p><b>Sculpture</b> 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different</p>
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<p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p> <p><b>Printing</b> 3.1 To build up layers of colours. 3.2 To create an accurate pattern, showing fine detail.</p>	<p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p> <p><b>Painting</b> 3.1 To sketch (lightly) before painting to combine line and colour. 3.2 To create a colour palette based upon colours</p>	<p>3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><b>Sculpture</b> 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 3.2 To use tools to carve and add shapes, texture and pattern. 3.3 To combine visual and tactile qualities. 3.4 To use frameworks (such as wire or moulds)</p>	<p>shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><b>Sculpture</b> 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 3.2 To use tools to carve and add shapes, texture and pattern. 3.3 To combine visual and tactile qualities. 3.4 To use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Painting</b></p>	<p>3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 3.4 To use lines to represent movement.</p> <p><b>Textile</b> 3.1 To show precision in techniques. 3.2 To choose from a range of stitching techniques. 3.3 To combine previously learned techniques to create pieces.</p> <p><b>Great artists</b> 3.1 To give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>interpretations. 3.2 To use tools to carve and add shapes, texture and pattern. 3.3 To combine visual and tactile qualities. 3.4 To use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><b>Textile</b></p>
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		<p>observed in the natural or built world.</p> <p>3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 To combine colours, tones and tints to enhance the mood of a piece.</p> <p>3.5 To use brush techniques and the qualities of paint to create texture.</p> <p>3.6 To develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>to provide stability and form.</p> <p><b>Collage</b></p> <p>3.1 To mix textures (rough and smooth, plain and patterned).</p> <p>3.2 To combine visual and tactile qualities.</p> <p>3.3 To use ceramic mosaic materials and techniques.</p>	<p>3.1 To sketch (lightly) before painting to combine line and colour.</p> <p>3.2 To create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 To combine colours, tones and tints to enhance the mood of a piece.</p> <p>3.5 To use brush techniques and the qualities of paint to create texture.</p> <p>3.6 To develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>3.2 To show how the work of those studied was influential in both society and to other artists.</p> <p>3.3 To create original pieces that show a range of influences and styles.</p>	<p>3.1 To show precision in techniques.</p> <p>3.2 To choose from a range of stitching techniques.</p> <p>3.3 To combine previously learned techniques to create pieces.</p>
<b>6</b>	<p><b>PROJECTS</b></p> <p>1. Portrait (1)</p> <p>2. Colour Wheel - Hues and shades - paint (1)</p>	<p><b>PROJECTS</b></p> <p>1. Graphic Inky Still Life 2 (1)</p> <p>2. Happy Monsters (2)</p>	<p><b>PROJECTS</b></p> <p>1. Exploring Portraits in Clay (2)</p> <p>2. Eyes (3)</p>	<p><b>PROJECTS</b></p> <p>1. Mod roc project (3)</p> <p>2. Sewing project (3)</p> <p><b>KEY POINTS</b></p>	<p><b>PROJECTS</b></p> <p>1. Conquering SATs Stress with Seats (2)</p> <p>2. Multi-layer printing project (3)</p>	<p><b>PROJECTS</b></p> <p>1. Wave Bowls (group work) (4)</p> <p><b>KEY POINTS</b></p>

<p>3. Masks (2/3) 4. Graphic Inky Still Life 1 (1)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• observational drawing skills</li> <li>• hand eye coordination</li> <li>• composition</li> <li>• combines drawing with making</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>3.3 To use the</p>	<p>3. Supersize Jewellery (3) 4. Christmas Bauble (1)</p> <p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• observational drawing skills</li> <li>• hand eye coordination</li> <li>• composition</li> <li>• combines drawing with making</li> <li>• composition</li> <li>• complementary colours</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>3.3 To use the qualities of materials to enhance ideas.</p> <p>3.4 To spot the potential in unexpected results as work progresses.</p> <p>3.5 To comment on</p>	<p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• drawing skills</li> <li>• drawing on clay to make reliefs</li> <li>• drawing ink as a medium</li> <li>• observational skills</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>3.3 To use the qualities of materials to enhance ideas.</p> <p>3.4 To spot the potential in unexpected results as work progresses.</p> <p>3.5 To comment on</p>	<ul style="list-style-type: none"> <li>• sculpting skills</li> <li>• from drawing to making</li> <li>• develop sewing skills</li> <li>• use thread as a medium</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>3.3 To use the qualities of materials to enhance ideas.</p> <p>3.4 To spot the potential in unexpected results as work progresses.</p> <p>3.5 To comment on</p>	<p><b>KEY POINTS</b></p> <ul style="list-style-type: none"> <li>• making skills</li> <li>• promotes open-ended learning and design-through-making</li> <li>• transformation of materials</li> <li>• explores design and intention</li> <li>• 3d making skills</li> <li>• dexterity skills</li> <li>• explores design</li> <li>• use clay as medium</li> <li>• fine motor skills</li> <li>• use of colour</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>3.3 To use the qualities of materials to enhance ideas.</p> <p>3.4 To spot the potential in unexpected results as work progresses.</p> <p>3.5 To comment on</p>	<ul style="list-style-type: none"> <li>• 3d making skills</li> <li>• dexterity skills</li> <li>• explores design</li> <li>• drawing skills</li> <li>• collage</li> <li>• diversity in media</li> </ul> <p><b>SKILLS OBJECTIVES</b> <b>Idea development</b></p> <p>3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>3.3 To use the qualities of materials to enhance ideas.</p> <p>3.4 To spot the potential in unexpected results as work progresses.</p> <p>3.5 To comment on</p>
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<p>qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses. 3.5 To comment on artworks with a fluent grasp of visual language.</p> <p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g.</p>	<p>present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses. 3.5 To comment on artworks with a fluent grasp of visual language.</p> <p><b>Sculpture</b> 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 3.2 To use tools to carve and add shapes, texture and pattern. 3.3 To combine</p>	<p>artworks with a fluent grasp of visual language.</p> <p><b>Sculpture</b> 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 3.2 To use tools to carve and add shapes, texture and pattern. 3.3 To combine visual and tactile qualities.</p> <p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To combine</p>	<p>artworks with a fluent grasp of visual language.</p> <p><b>Sculpture</b> 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 3.2 To use tools to carve and add shapes, texture and pattern. 3.3 To combine visual and tactile qualities. 3.4 To use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Textile</b> 3.1 To show precision in techniques. 3.2 To choose from a range of stitching techniques. 3.3 To combine previously learned techniques to create pieces.</p>	<p>imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses. 3.5 To comment on artworks with a fluent grasp of visual language.</p> <p><b>Printing</b> 3.1 To build up layers of colours. 3.2 To create an accurate pattern, showing fine detail. 3.3 To use a range of visual elements to reflect the purpose of the work.</p> <p><b>Sculpture</b> 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke</p>	<p>artworks with a fluent grasp of visual language.</p> <p><b>Drawing</b> 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 3.4 To use lines to represent movement. 3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>
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<p>realistic or impressionistic).</p> <p><b>Painting</b></p> <p>3.1 To sketch (lightly) before painting to combine line and colour.</p> <p>3.2 To create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 To combine colours, tones and tints to enhance the mood of a piece.</p> <p>3.5 To use brush techniques and the qualities of paint to create texture.</p> <p>3.6 To develop a personal style of</p>	<p>visual and tactile qualities.</p> <p>3.4 To use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Drawing</b></p> <p>3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><b>Painting</b></p>	<p>3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><b>Painting</b></p> <p>3.1 To sketch (lightly) before painting to combine line and colour.</p> <p>3.2 To create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 To combine colours, tones and tints to enhance the mood of a piece.</p> <p>3.5 To use brush techniques and the qualities of paint to create texture.</p> <p>3.6 To develop a personal style of</p>		<p>different interpretations.</p> <p>3.2 To use tools to carve and add shapes, texture and pattern.</p> <p>3.3 To combine visual and tactile qualities.</p> <p>3.4 To use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Painting</b></p> <p>3.1 To sketch (lightly) before painting to combine line and colour.</p> <p>3.2 To create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 To combine colours, tones and tints to enhance the mood of a piece.</p>	<p>3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>3.4 To use lines to represent movement.</p> <p><b>Painting</b></p> <p>3.1 To sketch (lightly) before painting to combine line and colour.</p> <p>3.2 To create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 To combine colours, tones and tints to enhance the mood of a piece.</p>
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