

# Curriculum Toolkit for Art

## Reception

### Development Matters

#### 3-4 Years

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
- Explore colour and colour-mixing

#### Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

#### ELG – Creating with Materials

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **Share their creations, explaining the process they have used.**
- **Make use of props and materials when role playing characters in narratives and stories.**

#### Physical development

##### 3-4 years

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

#### Reception

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

#### ELG – Fine Motor

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

### **National Curriculum Key Stage 1 Overview**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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 their own work.

### **National Curriculum Key Stage 2 Overview**

Pupils should be taught to 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 should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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.

	Reception
<p><b>Several Circles and Concentric Circles- Kandinsky</b></p>  <p><b>Jane Hissey illustrations</b></p>  <p><b>Van Gogh Sunflowers and Wheatfield with crows – Theme Seasons</b></p>  	<ul style="list-style-type: none"> <li>• I can mix colours to obtain the colour I need</li> <li>• I can use adhesive tape to join materials</li> <li>• I can use different types of glue to join materials</li> <li>• I can use tools with care and precision. Paintbrush, pencil, pen, pastel,</li> <li>• I can work together with my peers sharing ideas</li> <li>• I can discuss what I intend to make</li> <li>• I can talk about artwork and what I notice</li> <li>• I talk about shapes and textures in artwork</li> <li>• I can add details to my drawings</li> <li>• I can discuss key features of my finished artwork</li> </ul>

Year 1	
<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the starting points for their work and the processes they have used.</li> </ul>
<b>Evaluating and developing work</b>	<ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it.</li> </ul>
<b>Drawing</b>  <b>L.S. LOWRY</b> <b>Theme: Work</b>  	<ul style="list-style-type: none"> <li>• Experiment with a variety of media.</li> <li>• Begin to control the types of marks made with the range of media.</li> <li>• Draw on different surfaces.</li> <li>• Start to record simple media explorations in a sketch book.</li> <li>• Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>• Investigate textures by describing, naming, rubbing, copying.</li> <li>• Produce an expanding range of patterns and textures.</li> </ul>
<b>Painting</b>  <b>KEITH HARING</b>  	<ul style="list-style-type: none"> <li>• Explore with a variety of media; different brush sizes and tools.</li> <li>• Explore lightening and darkening paint without the use of black or white.</li> <li>• Begin to control the types of marks made with the range of media.</li> <li>• Paint on different surfaces with a range of media.</li> <li>• Start to record simple media explorations in a sketch book.</li> <li>• Start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>
<b>Printing</b>  <b>PRINTING FROM NATURE</b>  <b>Henri Rousseau</b>  <b>(Leaf shapes)</b>	<ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Explore printing in relief: String and card.</li> <li>• Begin to identify forms of printing: Books, posters pictures, fabrics.</li> </ul>
<b>Textiles/collage</b>  <b>SEWING AUTUMN LEAVES/WINTER SNOWFLAKES</b>  <b>Theme: Seasons</b>	<ul style="list-style-type: none"> <li>• Begin to identify different forms of textiles.</li> <li>• Have experience in colouring textiles: printing, fabric crayons.</li> <li>• Use more than one type of stitch.</li> <li>• Explain how to thread a needle and have a go.</li> <li>• Have some experience of weaving and understand the process and some techniques.</li> <li>• Begin to identify different types and textures of fabric and materials for collage.</li> <li>• Use appropriate language to describe colours, media, equipment and textures.</li> </ul>

**3D form**

**BARBARA HEPWORTH**



- Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.
- Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Impress and apply simple decoration techniques: impressed, painted, applied.
- Use tools and equipment safely and in the correct way.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	<b>Printing</b> from nature (Leaf shapes) <b>Henri Rousseau</b>  <b>Textiles /Collage</b> <b>Seasons .</b>	<b>Drawing</b> <b>LS Lowry</b>	<b>Painting</b> <b>Keith Haring</b>  <b>3D form</b> <b>Barbra Hepworth</b>

	Year 2
<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>Say how other artist/craft maker/designer have used colour, pattern and shape</li> <li>Create a piece of work in response to another artist's work (not copy)</li> </ul>
<b>Evaluating and developing work</b>	<ul style="list-style-type: none"> <li>When looking at creative work express clear preferences and give some reasons for these.</li> <li>Identify what they might change in their current work/ future work.</li> </ul>
<b>Drawing</b>  <b>EDWARD WILSON AND BEATRIX POTTER</b>  <b>Theme: BELONGING</b>	<ul style="list-style-type: none"> <li>Control the types of marks made with the range of media.</li> <li>Draw on different surfaces with a range of media.</li> <li>Use a sketchbook to plan and develop simple ideas.</li> <li>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</li> <li>Name, match and draw lines/marks from observations.</li> <li>Continue to Investigate textures and produce an expanding range of patterns.</li> </ul>
<b>Painting</b>  <b>S.H.RAZA (INDIAN ABSTRACT ARTIST)</b>  	<ul style="list-style-type: none"> <li>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>Continue to experiment in lighten and darken without the use of black or white.</li> <li>Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</li> <li>Continue to control the types of marks made with the range of media.</li> <li>Use a brush to produce marks appropriate to work.</li> <li>E.g. small brush for small marks.</li> </ul>
<b>Printing</b>  <b>MONO-PRINTING FROM NATURE</b>  <b>Theme: Seasons</b>	<ul style="list-style-type: none"> <li>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Make simple marks on rollers and printing palettes.</li> <li>Take simple prints i.e. mono -printing.</li> <li>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</li> <li>Experiment with overprinting motifs and colour.</li> </ul>
<b>Textiles/collage</b>  <b>ANDY GOLDSWORTHY-TEXTLIE FOCUS</b>    <b>Theme: BELONGING</b>	<ul style="list-style-type: none"> <li>Begin to identify different forms of textiles.</li> <li>Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>Gain confidence in stitching two pieces of fabric.</li> <li>Explain how to thread a needle and have a go.</li> <li>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</li> <li>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>Gain experience in applying colour with printing, dipping, fabric crayons.</li> <li>Create and use dyes i.e.</li> </ul>

**3D form**

**CLAY TILES-CARVING**



- Use equipment and media with increasing confidence.
- Shape, form, construct and model from observation and imagination.
- Use a sketchbook to plan and develop simple ideas and making
- simple informed choices in media.
- Demonstrate experience in surface patterns/ textures and use them when appropriate.
- Explore carving as a form of 3D art

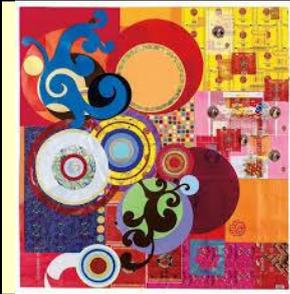
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	<p><b>Drawing</b> Edward Wilson</p> <p><b>Painting</b> S.H.Raza (Indian abstract artist )</p>	<p><b>Printing</b></p> <p><b>Mono –printing from nature</b></p> <p><b>Textiles/collage</b> Andy Goldsworthy</p>	<p><b>Drawing</b> Beatrix Potter</p> <p><b>3D form</b> Clay tile carving</p>

Year 3	
<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>• Compare the work of different artists</li> <li>• Explore work from other cultures</li> <li>• Explore work from other periods of time</li> </ul>
<b>Evaluating and developing work</b>	<ul style="list-style-type: none"> <li>• Reflect upon what they like and dislike about their work in order to improve it.</li> <li>• Identify what they might change in their current work/ future work.</li> </ul>
<b>Drawing</b>  <b>OBSERVATIONAL DRAWINGS</b>  <b>Theme: Seasons</b>	<ul style="list-style-type: none"> <li>• Developing intricate patterns/ marks with a variety of media.</li> <li>• Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>• Begin to show an awareness of objects having a third dimension and perspective.</li> <li>• Create textures and patterns with a wide range of drawing implements.</li> </ul>
<b>Painting</b>  <b>PAUL KLEE</b>  	<ul style="list-style-type: none"> <li>• Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Use light and dark within painting and begin to explore complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>• Confidently create different effects and textures with paint according to what they need for the task.</li> </ul>
<b>Printing</b>  <b>POP ART-PRINTING FROM A RANGE OF OBJECTS</b>  	<ul style="list-style-type: none"> <li>• Increase awareness of mono and relief printing.</li> <li>• Demonstrate experience in fabric printing.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Expand experience in 3 colour printing.</li> <li>• Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>• Create repeating patterns.</li> </ul>
<b>Textiles/collage</b>  <b>CELTIC WEAVING</b>  <b>MOSAICS</b>  <b>Theme: Work</b>	<ul style="list-style-type: none"> <li>• Show an 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.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Continue to gain experience in applying colour with printing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Use a sketchbook to plan, collect and develop ideas.</li> <li>• To record textile explorations and experimentations as well as try out ideas.</li> </ul>
<p><b>3D form</b></p> <p><b>GORMLEY-The human figure</b></p>  <p><b>PICASSO SCULPTURES-The Guitar</b></p> <p><b>CUBISM</b></p>	<ul style="list-style-type: none"> <li>• Use equipment and media with confidence.</li> <li>• Learn to secure work to continue at a later date.</li> <li>• Join two parts successfully.</li> <li>• Construct a simple base for extending and modelling other shapes.</li> <li>• Use a sketchbook to plan, collect and develop ideas.</li> <li>• To record media explorations and experimentations as well as try out ideas.</li> <li>• Produce more intricate surface patterns/textures and use them when appropriate.</li> <li>• Produce larger ware using pinch/ slab/ coil techniques.</li> <li>• Continue to explore carving as a form of 3D art.</li> <li>• Use language appropriate to skill and technique</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	<p>Printing Pop art . Andy Warhol</p> <p>Painting Paul Klee</p>	<p>Textile / collage Celtic weaving /Mosaics</p>	<p>Drawing Observational</p> <p>3D Form <b>Gormley</b> – The human figure . <b>Picasso</b> sculptures The Guitar Cubism</p>

Year 4	
<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>Experiment with different styles which artists have used</li> <li>Explain art from other periods of history</li> </ul>
<b>Evaluating and developing work</b>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
<b>Drawing</b>  <b>STEPHEN WILTSHIRE-CITY LANDSCAPES WITH RIVERS</b>    <b>Theme: Work</b>	<ul style="list-style-type: none"> <li>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</li> <li>Understanding why they best suit.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>Have opportunities to develop further drawings featuring the third dimension and perspective.</li> </ul>
<b>Painting</b>  <b>ROSES AND CASTLES (FOLK ART)</b>  <b>JULIE TONKIN</b>    <b>Theme: BELONGING</b>	<ul style="list-style-type: none"> <li>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to choose appropriate media to work with.</li> <li>Use light and dark within painting and show understanding of complimentary colours.</li> <li>Mix colour, shades and tones with increasing confidence.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Start to look at working in the style of a selected artist (not copying).</li> </ul>
<b>Printing</b>  <b>ROSES AND CASTLES (FOLK ART)</b>	<ul style="list-style-type: none"> <li>Increase awareness of mono and relief printing.</li> <li>Demonstrate experience in fabric printing.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Expand experience in 3 colour printing.</li> <li>Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>Create repeating patterns.</li> </ul>
<b>Textiles/collage</b>  <b>BEATRIZ MILHAZES</b>	<ul style="list-style-type: none"> <li>Plan a design in a sketchbook and execute it.</li> <li>Use a technique as a basis for stitch embroidery.</li> <li>Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes.</li> <li>Use resist paste and batik.</li> </ul>



- Use sketchbooks to collect and record visual information from different sources.
- To record textile explorations and experimentations as well as try out ideas.
- Adapt work as and when necessary and explain why.
- Change and modify threads and fabrics,
- Use language appropriate to skill and technique.

**3D form**

**SOPHIE RYDER-  
HARE AND MINOTAUR**



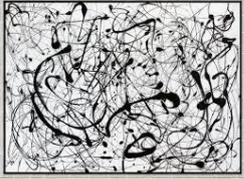
- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Make a slip to join to pieces of clay.
- Decorate, coil, and produce marquettes (SCALED MODELS) confidently when necessarily.
- Model over an armature: newspaper frame for modroc.
- Use recycled, natural and man-made materials to create sculptures.
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Adapt work as and when necessary and explain why.
- Gain more confidence in carving as a form of 3D art.
- Use language appropriate to skill and technique.
- Demonstrate awareness in environmental sculpture

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Covered in these topics:</u></b>	<p><b>Drawing</b> Stephen Wiltshire- City Landscapes with rivers</p> <p><b>Textiles and Collage</b> Beatriz Milhaze</p>	<p><b>Painting</b> Julie Tonkin Roses and Castles .</p> <p><b>Printing</b> Roses and castles</p>	<p><b>3D Form</b>  Sophie Ryder Hare and Minotaur .</p>

Year 5	
Exploring and developing ideas	<ul style="list-style-type: none"> <li>Experiment with different styles which artists have used</li> <li>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</li> </ul>
Evaluating and developing work	<ul style="list-style-type: none"> <li>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ul>
<b>Drawing</b>  <b>NEO-CLASSICAL-REGENCY TRADITION OF ARCHITECTURE</b>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Develop a key element of their work: line, tone, pattern, texture.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media.</li> <li>Develop further simple perspective in using a single focal point and horizon.</li> <li>Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</li> </ul>
<b>Painting</b>  <b>ROMERO BRITTO</b>   <b>FRIDA KAHLO</b>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures.</li> <li>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>
<b>Printing</b>  <b>POP ART PRINTING</b>  <b>Theme: Work</b>	<ul style="list-style-type: none"> <li>Use tools in a safe way.</li> <li>Continue to gain experience in overlaying colours.</li> <li>Start to overlay prints with other media.</li> <li>Use print as a starting point to embroidery.</li> <li>Show experience in a range of mono print techniques.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</li> </ul>
<b>Textiles/collage</b>  <b>TIE DYE AND DECORATION (FOLK DESIGN)</b>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>Demonstrate experience in 3D weaving.</li> <li>Produce two colour tie dye.</li> <li>Continue to gain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it.</li> <li>Use sketchbooks</li> </ul>

 <p><b>Theme: BELONGING</b></p>	<ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</li> <li>• Show awareness of the skills involved in aspects such as knitting, lace making.</li> <li>• Change and modify threads and fabrics.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Demonstrate experience in looking at fabrics from other countries.</li> </ul>
<p><b>3D form</b></p> <p><b>ANDY GOLDSWORTHY- NATURAL SCULPTURES</b></p>  <p><b>Theme: Seasons</b></p>	<ul style="list-style-type: none"> <li>• Work in a safe organised way, caring for equipment.</li> <li>• Secure work to continue at a later date.</li> <li>• Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>• Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>• Gain experience in modelling over an armature: newspaper frame for modroc.</li> <li>• Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>• Use sketchbooks</li> <li>• Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form.</li> <li>• Use language appropriate to skill and technique.</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Covered in these topics:</u></b>	<p>Painting <b>Romero Britto / Freda Kahlo</b></p> <p>Textiles / Collage Tie Dye and decoration</p>	<p>Drawing Neo Classical Regency Tradition of Architecture</p> <p>Printing <b>Pop Art</b> – Revisit from Y3</p>	<p>3D Form <b>Andy Goldsworthy</b> – Revisit from Y2</p>

Year 6	
<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>• Make a record about the styles and qualities in their work</li> <li>• Say what their work is influenced by</li> </ul>
<b>Evaluating and developing work</b>	<ul style="list-style-type: none"> <li>• Provide a reasoned evaluation of their own and professional work which takes account of the starting points, intentions and context behind the work.</li> </ul>
<b>Drawing</b>  <b>HENRY MOORE- TUBE SHELTER PERSEPECTIVES</b>  	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>• Develop their own style of drawing through: line, tone, pattern, texture.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>• Develop their own style using tonal contrast and mixed media. Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</li> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>• Develop an awareness of composition, scale and proportion in their paintings.</li> </ul>
<b>Theme: BELONGING</b>  <b>Painting</b>  <b>JACKSON POLLOCK/ Banksy</b>    	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of painting.</li> <li>• This style may be through the development of: colour, tone and shade.</li> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>• Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</li> </ul>
<b>Printing</b>  <b>YINKA SHONIBARE- PRINTED FABRIC</b>  	<ul style="list-style-type: none"> <li>• Develop ideas from a range of sources. See positive and negative shapes.</li> <li>• Demonstrate experience in a range of printmaking techniques. Describe techniques and processes.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> </ul>
<b>Textiles/collage</b>	<ul style="list-style-type: none"> <li>• Experiment with a variety of techniques exploiting ideas from sketchbook.</li> </ul>

<p><b>YINKA SHONIBARE-PRINTED FABRIC</b></p> <p><b>Theme: Seasons</b></p>	<ul style="list-style-type: none"> <li>• Use a number of different stitches creatively to produce different patterns and textures.</li> <li>• Work in 2D and 3D as required. Design, plan and decorate a fabric piece.</li> <li>• Recognise different forms of textiles and express opinions on them.</li> <li>• Use sketchbooks to collect and record visual information from different sources.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Use language appropriate to skill and technique.</li> </ul>
<p><b>3D form</b></p> <p><b>CANOPIE JAR HEADS</b></p> 	<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment.</li> <li>• Secure work to continue at a later date.</li> <li>• Model and develop work through a combination of pinch, slab, and coil.</li> <li>• Work around armatures or over constructed foundations.</li> <li>• Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>• Demonstrate experience in relief and freestanding work using a range of media.</li> <li>• Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>• Use sketchbooks to collect and record visual information from different sources.</li> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Annotate work in sketchbook.</li> <li>• Confidently carve a simple form.</li> <li>• Solve problems as they occur.</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b><u>Covered in these topics:</u></b></p>	<p><b>Printing</b> Yinka Shonibare – Printed fabric</p>	<p><b>Drawing</b> Henry Moore Tube station perspectives .</p> <p><b>Painting</b> Jackson Pollock / Banksy</p>	<p><b>3D Form</b> Canopic Jar Heads</p>