

## Big Idea's

- Knowledge of artist
- Creativity
- Evaluation
- Critical thinking
- Formal elements
- Sketchbooks
- Practical skills

	Autumn term	Spring Term	Summer Term
EYFS			
Y1	<p><b>Elements of Art: Colour</b> -Colours creating feeling, warm &amp; cool colours -Describe the use of colour in: Bruegel – The Hunters in the Snow, Hockney – A Bigger Splash, Rousseau – Surprised, Van Gogh - Sunflowers</p> <p><b>Line</b> -Straight, zig zag, curved, wavy, thick, thin -Describe the use of line in: Rembrandt – Saskia in a Straw Hat, Bonnard – The Luncheon, Miro – Painting</p> <p><b>Drawing</b> -Use pencils, pastels &amp; charcoal -Show patterns &amp; textures in my drawings by adding dots &amp; Lines -Show different tones using coloured pencils -Make a variety of lines of different sizes, thickness &amp; shapes</p>	<p><b>Talking about paintings of children:</b> William Hogarth, The Graham Children, Pieter Bruegel, Children's Games - John Singer Sargent, Carnation, Lily, Lily, Rose - Gabriel Metsu, The Sick Child, <b>Talking about narrative paintings: Saint George &amp; the Dragon:</b> Uccello &amp; Tintoretto</p> <p><b>3D Art</b> -Clay pots -Carving using dry clay -Add lines &amp; shapes to my clay work -Add texture to clay work by adding clay &amp; with tools</p> <p><b>Colour Vocabulary</b></p>	<p><b>Types of Art: Architecture of the State:</b> The palace of Westminster, Westminster Abbey</p> <p><b>Textiles</b> -Use glue to join fabrics -Use running stitch to join fabrics -Explore plaiting and understand the basic method -Know how to dip dye fabric -Explore examples of patchwork &amp; design &amp; make my own, using glue or stitching</p> <p><b>Colour Vocabulary</b></p>

	<b>Colour Vocabulary</b>		
Year 1	<p><b>Running throughout the year:</b>  <b>Exploring and developing ideas</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first-hand observation, experience and imagination</li> <li>Ask and answer questions about the starting points for their work and develop ideas</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links in their own work</li> </ul> <p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook using language of art, craft and design (this may be verbal) How does this make you feel?.</li> <li>Identify what they might change in their current work or develop in their future work. What went well and Even better if</li> </ul>		
	<p><b>Painting</b>  Painting – mixing secondary colours</p> <p><b>Drawing</b>  Begin to explore the use of line</p> <p>Use a variety of tools including pencils, crayons, pastels, felt-tips, charcoal, chalk and other dry medium</p> <p>Record ideas from first hand observation, experiences and imagination.</p>	<p><b>Drawing</b>  Record ideas from first hand observation, experiences and imagination.</p> <p><b>3D Form</b>  Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.  Explore sculpture with a range of malleable media, especially clay, playdough etc.  Experiment with, construct and join recycled, natural and man-made materials, to enhance and change a piece of work  Explore shape and form.</p>	<p><b>Textiles/Collage</b>  Record ideas from first hand observation, experiences and imagination  Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.  How to thread a needle, cut, glue and trim material.  Create images from imagination, experience or observation.  Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>
Year 2	<p><b>Printing</b>  -Print by pressing, rolling, rubbing &amp; stamping  -Explore print making in the environment (e.g. wallpapers, fabrics etc)  -Explore how artists &amp; designers have used colour, shapes &amp; lines to create patterns.</p> <p><b>Digital Art</b>  -Use paint programs to draw pictures</p>	<p><b>Kinds of pictures: Portraits &amp; Self Portraits</b>  -Mona Lisa, Edward VI as a child, Equestrian portrait of Charles I, Self-portrait in a Flat cap, Self-portrait at an easel, Van Gogh – Self-Portrait</p> <p><b>History of Art: Art Of Ancient Egypt</b>  -The Great Sphinx, Queen Nefertiti, Mummy Cases, The Rosetta Stone</p> <p><b>Elements of Art: Colour</b></p>	<p><b>Elements of Art</b>  <b>Shape</b>  -Recognise basic geometric shapes in natural &amp; manmade objects &amp; artworks including Picasso, Da Vinci's Vitruvian Man, Calder's Standing Mobile, Hockney's The Road to York through Sledmore</p> <p><b>Texture</b></p>

<p>-Edit my work using cut, copy, paste &amp; erase -Describe my work using the key words: line, tone, colour, texture, shape <b>Types of Art: Murals</b> -The Last Supper, Crivelli's Garden, The Pool of Bethesda <b>Colour Vocabulary</b></p>	<p>-Primary colours, mixing primary colours, secondary colours -Know the positions of primary &amp; secondary colours in relation to each other on the colour wheel -Discuss the use of colour in: Monet – The Beach at Trouville, McNeil Whistler – Arrangement in Grey &amp; Black No 1 <b>Painting</b> -Mix primary colours to make secondary colours -Add white to make tints -Add black to make tones -Link colours to natural &amp; manmade objects <b>Colour Vocabulary</b></p>	<p>-Describe qualities of texture: The King's Gold Belt Buckle, Durer's Young Hare, Vermeer's The music lesson <b>Collage</b> -Use shapes, textures, colours &amp; patterns in my collage. -Mix paper &amp; other materials with different textures &amp; appearances. -Say how other artists have used texture, colour, pattern &amp; shape in collage. <b>Colour Vocabulary</b></p>
<p><b>Running Throughout the Year: Developing and Exploring Ideas</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first-hand observation, experience and imagination</li> <li>Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links in their own work</li> </ul> <p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook using language of art, craft and design.</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in their sketchbook.</li> </ul>		
<p><b>Printing</b> Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>	<p><b>Painting</b> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc.</p>	<p><b>Textiles/Collage</b> Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.</p>

	<p><b>Drawing</b> Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and groups objects. Experiment with the visual elements: line, shape, pattern and colour.</p>	<p>Mix and match colours using artefacts and objects.</p>	<p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>• Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>• Build a textured relief tile.</li> <li>• Understand the safety and basic care of materials and tools.</li> </ul> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>
Year 3	<p><b>Elements of Art: Line</b> -Horizontal, vertical, diagonal -Observe the use of line in: Klee – Was Fehlt ihm?, Picasso – Mother &amp; Child, Hokusai – The Great Wave Off Kanagawa <b>Elements of Art: Symmetry</b> -Observe the use of symmetry in The Last Supper, The Avenue of Middelharnis <b>Digital Art</b> -Use digital cameras to take images to capture texture, colour, line, tone, shade &amp; inspiration from the natural &amp; manmade world <b>Drawing</b> -Use different grading of pencils at different angles to show different tones -Use hatching &amp; cross hatching to show tone &amp; texture in my drawings -Explore comics through the 20<sup>th</sup> &amp; 21<sup>st</sup> century to see how styles are used for effect <b>Colour Vocabulary</b></p>	<p><b>Kinds of pictures: Landscape</b> -Ruisdael – Landscape with Bentheim Castle, Constable – Salisbury Cathedral from the Meadows, Rousseau – Surprised! A tiger in a Tropical Storm <b>Kinds of pictures: Still Life</b> -Cezanne – Still life with apples, Still life with peaches &amp; a glass <b>Kinds of pictures: Mythological Paintings</b> -Apollo &amp; Daphne, The Return of Persephone to Demeter, Minotaur &amp; his wife <b>Painting</b> -Mix colours using tints &amp; tones -Use watercolour paint to produce washes for backgrounds then add detail -Experiment in creating mood &amp; feelings with colour -Use a number of brush techniques using thin &amp; thick brushes, to produce shapes, textures, patterns &amp; lines -Explore how artists have used paint &amp; paint techniques to produce patterns, colour, texture, tone, shape, space, form &amp; line <b>Colour Vocabulary</b></p>	<p><b>Types of Art: Architecture:</b> The art of The Parthenon, Great Stupa, St Paul’s, Guggenheim Museum <b>Elements of Art: Form</b> -Describe form in: Stubbs-Whistle jacket, Van Gigh’s Wheatfield with Cypress Trees <b>3D Art</b> -Make nets of shapes to create recognisable forms -Join nets together to create abstract forms -Use the technique of adding materials to create texture, feeling, expression or movement (e.g. wrinkles on a portrait sculpture) <b>Colour Vocabulary</b></p>
<p><b>Running Throughout the Year: Developing and Exploring Ideas</b></p> <ul style="list-style-type: none"> <li>• Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>			

	<p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art and design.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p>Annotate work in their sketchbook.</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at their own level.</li> </ul> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> </ul> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print.</li> </ul> <p>To explore pattern and shape, creating designs for printing.</p>	<p><b>Textiles/Collage</b></p> <p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <ul style="list-style-type: none"> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching. Cutting and joining.</li> </ul> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>• Join clay adequately and work reasonably independently.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> <li>• Cut and join wood safely and effectively.</li> <li>• Make a simple papier mache object.</li> </ul> <p>Plan, design and make models.</p>
Year 4	<p><b>Elements of Art: Light</b></p> <ul style="list-style-type: none"> <li>-Use of light &amp; shadow: Supper at Emmaus, Belshazzar's Feast, The Milkmaid, The Fighting Temeraire</li> </ul> <p><b>Elements of Art: Space</b></p> <ul style="list-style-type: none"> <li>-Two &amp; three dimensional, height, width, depth</li> <li>-Depth and illusion, foreground, middle ground, background</li> <li>-The Peasant Wedding, The Gleaners</li> </ul>	<p><b>Types of Art:</b></p> <p><b>Embroidery:</b> cross-stitch, weaving, basic sewing technique</p> <ul style="list-style-type: none"> <li>-Tapestry: Icarus, Christ's charge to Peter, Royal School of Needlework – Coronation dress, Kate Middleton's wedding dress</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>-Use the basics of cross-stitch &amp; backstitch</li> <li>-Know how to colour fabric</li> </ul>	<p><b>Elements of Art: Design</b></p> <ul style="list-style-type: none"> <li>-How elements of art work together</li> <li>-The Fall of Icarus, The Scream, Portrait of Charles I, Henrietta Maria and their children</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>-Make printing blocks</li> <li>-Make a one colour print</li> <li>-Build up layers of colour to make prints of 2 or more colours</li> </ul>

<p><b>History of Art: Monuments Of Rome &amp; Byzantium:</b> Trajan's Column, The Pantheon, The Arch of Constantine, Hagia Sofia</p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>-Use precise cutting skills</li> <li>-Use the skills of: coiling, overlapping</li> <li>-Know the striking effect work in a limited colour palette can have through experimentation</li> <li>-Use mosaic</li> <li>-Use montage</li> <li>-Use tessellation &amp; other patterns in collage</li> </ul> <p><b>Colour Vocabulary</b></p>	<ul style="list-style-type: none"> <li>-Make weavings such as 'God's eyes'</li> <li>-Use the basics of quilting, padding &amp; gathering fabric</li> </ul> <p><b>Colour Vocabulary</b></p>	<ul style="list-style-type: none"> <li>-Know how printing is used in everyday life of designers &amp; artists</li> <li>-Compare the methods &amp; approaches of different designers in their print techniques</li> <li>-Explore print from other cultures &amp; time periods</li> </ul> <p><b>Colour Vocabulary</b></p>
<p><b>Running Throughout the Year: Developing and Exploring Ideas</b></p> <ul style="list-style-type: none"> <li>• Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art and design.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p>Annotate work in their sketchbook.</p>		
<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing including paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Collect images and information independently in a sketchbook.</li> <li>• Use research to inspire drawings from memory and imagination.</li> </ul> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling, silkscreen and coldwater paste.</li> </ul> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> </ul>

	<p>Show increasing independence and creativity with the painting process.</p>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Match the tool to the material.</li> <li>• Combine skills more readily.</li> <li>• Choose collage or textiles as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with paste resist.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> </ul>
<p>Year 5</p>	<p><b>Elements of Art: Style</b>          -Whistle jacket, The Scream, Rococo v Modernism, Modernism &amp; abstract art</p> <p><b>Drawing</b>          -Select the most suitable drawing material for the type of drawing I want to produce          -Use shading to add interesting effects to my drawings, using different grades of pencil          -Explain ideas behind my images in my sketchbook          -Use a variety of different shaped lines to indicate movement in drawings          -Use shading to show shadows &amp; reflections on 3D shapes</p> <p><b>Colour Vocabulary</b></p>	<p><b>World Art: Art of Africa</b>          -Spiritual purpose &amp; significance of African works of art such as masks, antelope headdresses of Mali, Ivory carvings from Ife &amp; Benin, Bronze sculptures &amp; panels from Benin</p> <p><b>World Art: China</b>          Silk scrolls, calligraphy, porcelain such as Ming Ware, Jade carving</p> <p><b>Painting</b>          -Experiment with different colours to create mood          -Sketch lightly before painting to combine lines with colours          -Paint based on observation, conveying realism or an impression of what I observe          -Combine colours &amp; create tints, tones &amp; shades          -Some of my paintings include texture gained through paint mix or brush technique</p> <p><b>Colour Vocabulary</b></p>	<p><b>Types of Art: Prints &amp; Printmaking</b>          -Positive (relief), negative (intaglio) or stencil, mono printing, engraving, etching, screen-printing to lithography &amp; bras rubbings          -The Rhinoceros, Self-portrait (of Rubens), Industry and Idleness Plate I, Troupe de Mille Eglantine</p> <p><b>World Art: Islamic Art &amp; Architecture</b>          -Islamic art, domes, minarets, The Dome of the Rock, The Alhambra Palace, The Taj Mahal</p> <p><b>Digital Art</b>          -Take digital photographs &amp; enhance them using computer software          -Create art that communicates a meaning, idea, thought, feeling or emotion</p> <p><b>Printing</b>          -Use a number of colours built up in a sequence          -Make precise repeating patterns by creating accurate printing blocks          -Printing replicates patterns observed in either natural or man-made world &amp; are based on observational drawings</p> <p><b>Colour Vocabulary</b></p>

	<p><b>Running Throughout the Year:</b>  <b>Developing and Exploring Ideas</b></p> <ul style="list-style-type: none"> <li>• Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art and design.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p>Annotate work in their sketchbook.</p>		
	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Develop ideas using different or mixed media, using a sketchbook.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources, inc. those researched independently.</li> </ul> <p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Make a mould and use plaster safely.</li> </ul> <p>Create sculpture and constructions with increasing independence.</p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> </ul> <p>Work relatively independently.</p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> </ul> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
Year 6	<p><b>History of Art: Art &amp; Architecture of the Italian Renaissance</b>  -Vitruvian Man, Peasant Wedding, Self-Portrait, The School of Athens, Botticelli, Raphael, Michelangelo</p> <p><b>History of Art: Renaissance Sculpture</b></p>	<p><b>Textiles</b></p> <p>-Have a sound understanding of how to use the techniques of sewing (cross stitch &amp; back stitch), applique, embroidery, plaiting &amp; finger knitting</p> <p>-Know how to create hangings</p>	<p><b>History of Art: Victorian Art</b>  -Gothic revival, William Morris</p> <p><b>Collage</b></p> <p>-Experiment with techniques that use contrasting textures, colours or patterns (rough / smooth, light/dark, plain/patterned)</p>



<p>-Saint George, David  <b>The Language of Art</b>          -Renaissance, figurative, abstract, genre, perspective  <b>3D Art</b>          -Use a variety of tools &amp; techniques for sculpting in clay, papier-mâché &amp; other mouldable materials          -Use carvings to a surface to create shapes, textures &amp; pattern          -Use paper techniques such as pop-up books &amp; origami  <b>Colour Vocabulary</b></p>	<p>-Base work on tapestries, artefacts &amp; hangings throughout history &amp; in other cultures  <b>Colour Vocabulary</b></p>	<p>-Experiment with ceramic mosaic techniques to produce a piece of art          -Collage based on observational drawings, taking inspiration from artists &amp; designers          -Use combinations of pattern, line, tones &amp; shape  <b>Colour Vocabulary</b></p>
<p><b>Running Throughout the Year:</b>  <b>Developing and Exploring Ideas</b></p> <ul style="list-style-type: none"> <li>• Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art and design.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in their sketchbook.</li> </ul>		
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	<ul style="list-style-type: none"><li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li><li>• Make a mould and use plaster safely.</li></ul> Create sculpture and constructions with increasing independence.	<b>Textiles</b> <ul style="list-style-type: none"><li>• Awareness of the potential of the uses of material.</li><li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li></ul> To be expressive and analytical to adapt, extend and justify their work.	
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