



## Curriculum Overview for Art & Design

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery</b>	Portraits <b>Focus Artists/designers:</b> Da Vinci / Klee	Exploring Colour <b>Focus Artists/designers:</b> Yayoi Kusama	Journeys <b>Focus Artists/designers:</b> Christy Sverre
<b>Reception</b>	<b>Printing / Collage</b> Natural Resources	<b>Drawing / Textiles</b> Plants & Animals	<b>Painting / Sculpture</b> World Art/Architecture
<b>Year 1</b>	<b>Collage</b> (Animals - linked to Science)	<b>Mark Making</b> Animals	<b>Printing</b> (plants & flowers)
<b>Year 2</b>	<b>Drawing</b> (Colour)	<b>3D</b> (Birds)	<b>Textiles</b> (Class choice of theme)
<b>Year 3</b>	<b>Collage</b> (Cupcakes)	<b>Printing</b> (Ammonites-linked to Science)	<b>Drawing</b>
<b>Year 4</b>	<b>Mixed Media</b> (Romans - Links to History)	<b>Painting</b> (Rainforest - links to Geography)	<b>Drawing</b> (links to History) <b>Focus Artists/designers:</b> Book of the Kells / Lindisfarne Gospels
<b>Year 5</b>	<b>Printing</b> (Nature)	<b>Drawing &amp; Collage</b> Architecture	<b>Mixed Media inc digital</b> (Landscapes)
<b>Year 6</b>	<b>Drawing</b> (Perspective)	<b>Painting</b> (Faces)	<b>Mixed Media</b> (Day of the Dead - Linked to Humanities)

See separate document for artists and craftspeople children may study

## Early Years

<b>Educational Programmes (Statutory)</b>	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	
<b>Characteristics of Effective Learning</b>		
<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creating and Thinking Critically</b>
Children investigate and experience things, and ‘have a go’.	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
<b>Nursery (Non-statutory Development Matters)</b>	<p><b>3-4 year olds will be learning to:</b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	
<b>Knowledge and Skills</b>		
<b>Painting</b>	Investigate with chunky brushes, natural brushes. Explore using different sized brushes and rollers with poster paint, messy mark making tray.	
<b>Drawing</b>	Children have many opportunities to mark make inside and outside – with a variety of tools on a very large scale. Make marks and experiment with chalk eggs/pencil and crayons (when developmentally ready) to make marks. Mark making with tools and fingers still large scale. Developing movements into lines, circles. Children develop their mark making and begin to add meaning to their marks e.g portraits...this is my face, messy mark making tray Use a range of chalks/pencil crayons/pencils thick and thin.	
<b>Sculpture</b>	Use pincer scissors to snip. Threading cotton reels, cards. Threading cards, large objects, large beads Progress to using simple tools to manipulate rolling pins, stamps, large cutters when using playdough. Explore Stickle bricks, Duplo, people and animals. Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. Progressing to use knives, numbers and letter cutters in playdough area. Explore via role play: Duplo, wooden blocks + extra shapes, wooden vehicles ,people & animals to build for purpose. Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper.	
<b>Printing</b>	Create smaller scale printing, roll tyres walk in paint wearing wellies jump, walk, run. Print using body parts (hands,feet ,fingers) to create a continuous flow of printing	
<b>Collage /Textiles</b>	Choose from a range of materials and surfaces and explore the use of natural and made collage materials on different surfaces, both indoors and outside. Select and arrange materials on different backgrounds to express ideas	

<b>Reception</b> <b>(Non-statutory Development Matters)</b>	<b>Reception children will be learning to:</b> 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. <div style="text-align: center;"><b>Knowledge and Skills</b></div>
<b>Painting</b>	Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment. Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc. Line/Shape: They concentrate hard to paint shapes, lines and edges neatly.
<b>Drawing</b>	Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can. Pupils learn to draw in different ways to create different effects. Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.
<b>Sculpture</b>	Build/construct height/width/balance/secure buildings using: Duplo, Mobile ,Knex, wooden block and Lego. Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations. Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors. Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects.
<b>Printing</b>	Print using everyday objects, vegetables and sponges to form a scene & repeat pattern. Each print precise and clear.
<b>Collage/Textiles</b>	Beginning to be interested in and describe the texture of things. Realise that tools can be used for a purpose. Experiment to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Use simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary
<b>Early Learning Goals (ELG) - END of Reception</b>	<b>Speaking</b> Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; <b>Fine Motor Skills</b> Children at the expected level of development will: 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, paint brushes and cutlery; Begin to show accuracy and care when drawing.

	<p><b>The Natural World</b> Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><b>Creating with Materials</b> Children at the expected level of development will: 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;</p>
<b>Vocabulary</b>	Colour, marks, Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard, wet, dry, flaky, fixed, mix, cut.

	Autumn	Spring	Summer
<p><b>Year 1</b></p> <p><b>National Curriculum and additional skills and knowledge</b></p>	<p>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.</p> <p><b>Exploring, Developing &amp; Evaluating ideas</b> Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas -try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in future work Annotate work in a journal</p>		
<b>Destination questions</b>	<p><b>Recap:</b> <i>Can you remember making natural collages in Reception when you looked at the work of Andy Goldsworthy?</i></p> <p>Can you create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc? Can you arrange and glue materials to different backgrounds? Can you sort and group materials for different purposes e.g. colour, texture? Can you fold, crumple, tear and overlap papers? Can you work on different scales? Can you collect, sort, name and match colours appropriate for an image? Can you create and arrange shapes appropriately?</p>	<p><b>Recap:</b> <i>Can you remember the work of Edward Tinga Tinga? Can you describe what his animals look like?</i></p> <p>Can you improve your control of line &amp; using simple 2D geometric shapes when drawing? Can you explore light &amp; dark while shading tones neatly &amp; accurately? Can you control the pressure of your drawing materials while using a range of drawing media including graphite sticks, charcoal, crayons and coloured pencils and talk about the different effects? Can you try out new ways of making lines/marks to describe a range of surfaces, textures, and forms? Can you draw from imagination &amp; observation.</p>	<p><b>Recap:</b> <i>Can you remember when you printed in Reception? Can you remember what you used to print?</i></p> <p>Can you design repetitive patterns? Can you print with a range of hard and soft materials e.g. corks, pen barrels, sponge? Can you roll printing ink over found objects to create patterns e.g. plastic mesh, stencils? Can you create simple printing blocks with press print?</p> <p><b>Next steps:</b> <i>You'll print again in Year 3. What are the key things you need to remember about printing?</i></p>

	Can you create, select and use textured paper for an image? <b>Next steps:</b> Look out for the works of famous artists like Picasso when you're out and about. You could always get a photo taken of you with the work and stick it in your sketchbook. You'll need apply your collage skills in Yr2 when you decorate your bird sculpture	<b>Next Steps:</b> Remember to apply your drawing skills when ever you draw. What key skill do you think you should remember?	
<b>Vocabulary</b>	<b>fold, crumple, tear overlap, collage, texture</b>	<b>Shading graphite stick effect line form</b>	Repeat/ing / Pattern / Print / Sponge / roller / <b>printing ink/ Printing block / printing tray</b> Vegetables / Fruit / Paper /Design
<b>Year 2</b>	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. <b>Exploring, Developing &amp; Evaluating ideas</b> Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in future work Annotate work in a journal <b>Drawing Skill &amp; Control</b> Greater skill & control is evident when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern. Drawing Expression Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.		
<b>Destination questions</b>	<b>Recap:</b> Can you name the primary colours, you learned them in Reception? You've looked at some fabulous art since you started can you remember the artists name and any of their works of art? Can you control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching? Can you shade areas neatly without spaces & gaps	<b>Recap:</b> Can you remember making models in Reception? Did you use playdough – why is playdough good for making models?  Can you manipulate malleable materials in a variety of ways including rolling and kneading? Can you manipulate malleable materials for a purpose?	<b>Recap:</b> Can you remember the names of the famous impressionist artists who painted en plein air?  Can you match and sort fabrics and threads for colour, texture, length, size and shape? Can you change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting?

	<p>Can you identify &amp; draw detail, texture &amp; pattern. Can you mix and match colours to artefacts and objects? Can you name different types of paint and their properties? How many different colours can you make?</p> <p><b>Next step:</b> <i>You'll be looking at some of the works of the great artists next year. Can you remember your favourite impressionist</i></p>	<p>Can you understand the safety and basic care of materials and tools? Can you experiment with constructing and joining recycled, natural and manmade materials? Can you use simple 2-D shapes to create a 3-D form? Can you change the surface of a malleable material?</p> <p><b>Next steps:</b> <i>You can apply your sculpture skills next year. What would be your top tip for working with malleable material?</i></p>	<p>Can you cut and shape fabric using scissors/snips? Can you apply shapes with glue or by stitching? Can you apply decoration using beads, buttons, feathers etc? Can you apply colour with printing, dipping, fabric crayons</p> <p><b>Next steps:</b> <i>You'll be sewing again in D&amp;T next year in Year 3. Best tip to remember from sewing?</i></p>
<b>Vocabulary</b>	<b>Watercolour</b> poster paint <b>acrylic</b> colour match <b>properties primary secondary</b> colour tone shade texture <b>Impressionist en plein air</b>	<b>Sculpture</b> Structure Assemble Construct Model Fold Bend Attach <b>Statue</b> Stone Metal Curve <b>Form Clay</b> Impress Texture 2D 3D	<b>Fabric</b> knotting <b>fraying</b> fringing twisting plaiting <b>decorations</b> dipping <b>dying</b>
<b>Year 3 National Curriculum and additional skills and knowledge</b>	<p>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.</p> <p><b>Pupils should be taught:</b> 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</p> <p><b>Exploring, Developing &amp; Evaluating ideas</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in a journal</p>		
<b>Destination questions</b>	<p><b>Recap:</b> <i>The last time you did collage was YR1 – can you remember what it was all about?! What strange things did you use to print with?</i></p> <p>Can you experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures? Can you use collage as a means of collecting ideas and information and building a visual vocabulary?</p>	<p><b>Recap:</b> <i>Can you recall what equipment would a print artist would need? Yr1</i></p> <p>Can you annotate work in your sketchbook? Can you select and record from first hand observation, experience and imagination, and explore ideas for different purposes? Can you create a monoprint? Can you create printing blocks using a relief or impressed method? Can you create repeating patterns?</p>	<p><b>Recap:</b> <i>Can you share any key drawing skills you've learned since Year 2?</i></p> <p>Can you experiment with ways in which surface detail can be added to drawings? Can you use journals to collect and record visual information from different sources? Can you draw for a sustained period of time at an appropriate level? Can you make marks and lines with a wide range of drawing implements e.g. charcoal,</p>

		<p>Can you adapt your work according to your views and describe how you might develop it further?</p> <p>Can you compare ideas, methods and approaches in their own and others' work and say what you think and feel about them?</p> <p>Can you print with two colour overlays?</p> <p>Can you question and make thoughtful observations about starting points and select ideas to use in their work?</p> <p><b>Next steps:</b> <i>You'll print again in year 5. What equipment will you need?</i></p>	<p>pencil, crayon, chalk pastels, pens etc?</p> <p>Can you experiment with different grades of pencil and other implements to create lines and marks?</p> <p>Can you experiment with different grades of pencil and other implements to draw different forms and shapes?</p> <p>Can you begin to show an awareness of objects having a third dimension?</p> <p>Can you experiment with different grades of pencil and other implements to achieve variations in tone?</p> <p>Can you apply tone in a drawing in a simple way?</p> <p>Can you create textures with a wide range of drawing implements?</p> <p>Can you apply a simple use of pattern and texture in a drawing?</p> <p><b>Next steps:</b> <i>You can apply your drawing skills in all subjects. What is your top tip?</i></p>
<b>Vocabulary</b>	Collage Layering overlap <b>contrasting</b> colour <b>abstract</b> line <b>background foreground composition</b>	Adapt Printing block <b>monoprint relief impressed</b> method repeating patterns <b>overlays</b>	Two dimensional three dimensional <b>shading shadow hatching cross hatching stippling smudging shading hues</b>
<b>Year 4 National Curriculum and additional skills and knowledge</b>	<p>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.</p> <p><b>Pupils should be taught:</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p> <p><b>Exploring, Developing &amp; Evaluating ideas</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Annotate work in a journal</p>		
<b>Destination questions</b>	<b>Recap:</b> <i>you used sculpture last term, can you tell me what sculpture means and what media might you find a sculpture made from?</i>	<b>Recap:</b> <i>Can you tell me about the different paints you've used previously? Can you name any hues of blue/yellow/red</i>	<b>Recap:</b> <i>Can you name any of these 'Greats' and their paintings? Can you remember the name for the group of artists?</i>

	<p>Is a 4B pencil twice as dark as a 2B pencil?          Can you make drawings and experiment through mark making using pencils hard and soft?          Can you successfully join 2 parts of clay using the score and slip technique?          Can you design and make forms in 3D using clay?          Do you know how to finish and present your work to a good standard?          Can you adapt your work according to your views and describe how you might develop it further?</p>	<p>Can you experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects?          Can you work on a range of scales e.g. thin brush on small picture etc?          Can you mix colours (knowing which primary colours make secondary colours? Revisit from Yr2)          Can you use more specific colour language – e.g. names for different greens?          Can you mix and use tints and shades?</p>	<p>Can you select and record from first hand observation, experience and imagination, and explore ideas for different purposes?          Can you question and make thoughtful observations about starting points and select ideas to use in their work?          Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures?          Can you compare ideas, methods and approaches in their own and others’ work and say what you think and feel about them?          Can you adapt your work according to your views and describe how you might develop it further?          Can you annotate work in a journal?          Can you plan, design and make models from observation or imagination?</p> <p><b>Next steps:</b> <i>You’ve used mixed media this term – what does mixed media mean? You’ll be doing mixed media again next year. Can you name all the media you’ve used since you started at school?</i></p>
<b>Vocabulary</b>	<b>Observation imagination cultures adapt coil/thumb method contemporary</b>	<b>Washes textural effects observational drawing composition</b>	<b>Observation imagination culture imagination illuminated manuscript</b>
<b>Year 5 National Curriculum and additional skills and knowledge</b>	<p>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.</p> <p><b>Pupils should be taught:</b>          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</p> <p><b>Exploring, developing &amp; Evaluating ideas</b>          Select and record from first hand observation, experience and imagination, and explore ideas for different purposes          Question and make thoughtful observations about starting points and select ideas to use in their work          Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures          Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them          Adapt their work according to their views and describe how they might develop it further          Annotate work in a journal</p>		



<b>Destination questions</b>	<p><b>Recap:</b> <i>Can you describe the different types of printing you have done since you started? YR1 &amp; 3</i></p> <p>Can you annotate work in a journal?  Can you create printing blocks by simplifying an initial journal idea?  Can you use relief or impressed method?  Can you create prints with three overlays?  Work into prints with a range of media e.g. pens, colour pens and paints?</p> <p><b>Next steps:</b>  <i>Next time you'll use printing will be in KS3! You may get to use different forms of printing eg screen printing.</i></p>	<p><b>Recap:</b> <i>Can you tell me the different ways to prepare materials to use in collage? e.g cutting</i></p> <p>Can you add collage to a painted, printed or drawn background?  Use a range of media to create collages?  Use different techniques, colours and textures etc. when designing and making pieces of work?  Can you use collage as a means of extending work from initial ideas?</p> <p><b>Next steps:</b>  <i>You can apply your knowledge of collage to your mixed media topic in year 6 (sugar skulls) collage can use fabric.</i></p>	<p><b>Recap:</b> <i>In our landscape topic we will be using mixed media. Suggest as many types of media you've used in school and any you think we may use.</i></p> <p>Can you develop a painting from a drawing?  Can you carry out preliminary studies, trying out different media and materials and mixing appropriate colours?  Can you create imaginative work from a variety of sources?  Can you mix and match colours to create atmosphere and light effects?  Can you identify and work with complementary and contrasting colours?  Can you use a graphics package to create and manipulate new images?  Do you know that a digital image is created by layering?  Can you create layered images from original ideas?</p> <p><b>Next steps:</b>  <i>You will need to apply your skills in the first topic of year 6? What skill have you improved most?</i></p>
<b>Vocabulary</b>	<b>Printing block relief impression overlay Transfer Lino printing Tacky</b>	<b>Architecture architect collage texture overlap Composition Proportion Scale Focal Point</b>	<b>Saturation Contemporary Layering contrasting atmosphere</b>
<b>Year 6 National Curriculum and additional skills and knowledge</b>	<p>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.</p> <p><b>Pupils should be taught:</b>  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</p> <p><b>Exploring, developing &amp; Evaluating ideas</b>  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes  Question and make thoughtful observations about starting points and select ideas to use in their work  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures  Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them  Adapt their work according to their views and describe how they might develop it further</p>		

<p><b>Destination questions</b></p>	<p>Annotate work in a journal</p> <p><b>Recap:</b>  <i>Technical drawing in Yr3 &amp; landscapes in Yr5. Can you think of the skills you've learned that you might use this term in our drawing topic?</i></p> <p>Can you use simple perspective in your work using a single focal point and horizon?  Can you begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, mid ground and background?  Can you work from a variety of sources including observation, photographs and digital images?  Can you work in a sustained and independent way to create a detailed drawing?  Can you explore colour mixing and blending techniques with coloured pencils?  Can you use different techniques for different purposes i.e. shading, hatching within your own work?  Can you begin to develop your own style using tonal contrast and mixed media?  Can you start to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background?</p> <p><b>Next Steps:</b>  <i>You will develop your technical skills while working with a range of different materials and processes.</i></p>	<p><b>Recap:</b>  <i>You will be creating a painted portrait in this topic. Looking at the art and design overview can you see which topics in which year groups will contribute to this topic?</i></p> <p>Can you develop a painting from a drawing?  Can you carry out preliminary studies, trying out different media and materials and mixing appropriate colours?  Can you create imaginative work from a variety of sources?  Can you mix and match colours to create atmosphere and light effects?  Are you able to identify and work with complementary and contrasting colours?</p> <p><b>Next steps:</b>  <i>You will develop understanding and experience of Tone, Texture, Colour, Line and Composition. Activities may include, at various times; drawing, painting, printmaking, Art History, collage, sculpture, ceramics and computer art.</i></p>	<p><b>Recap:</b>  <i>This topic is a mix of skills you've learned in art and design and technology. Can you name skills you might need to make a sugar skull?</i></p> <p>Can you select and record from first hand observation, experience and imagination, and explore ideas for different purposes?  Are you able to question and make thoughtful observations about starting points and select ideas to use in your work?  Can you explore the roles and purposes of artists, craftspeople and designers working in different times and cultures?  Can you compare ideas, methods and approaches in their own and others' work and say what you think and feel about them?  Can you adapt your work according to your views and describe how you might develop it further?</p> <p><b>Next steps:</b>  <i>You may be given termly projects focusing on a theme.</i></p>
<p><b>Vocabulary</b></p>	<p><b>Perspective, horizon line, vanishing point, foreground, mid ground, background,</b></p>	<p><b>Preliminary, hue shade harmonious vibrant asymmetric portrait</b></p>	<p><b>Vibrant bold design embellish embellishment Calavera (Spanish) running, back and blanket stitches.</b></p>