



ART & DESIGN

VISION

We value the creative curriculum and believe that it can have a powerful and positive effect on children, helping them to become confident, creative learners who are able to express their individual interests, thoughts and ideas.

We believe that a high-quality art and design education should 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. We encourage children to learn from and be inspired by the work of great artists from different cultures and understand the contribution art has made to society, both past and present. As pupils progress, we support them to be able to think critically and develop a more rigorous understanding of art and design.

Through art work in the classroom, the children have the opportunity to develop their skills in drawing, textiles, sculpture, painting, print making and collage. These areas are developed continuously throughout the school from the early years through to year six and the children have the opportunity to revisit skills from previous years before learning new ones. Developing skills in drawing is given a high status and children are encouraged to draw not only in art lessons, but across the curriculum. We encourage children to express individuality in their work and to keep their own personalised sketch books where they can explore ideas, be inventive and take risks.

How do we plan and teach Art and Design?

At least one art project is taught per term in each class. Teachers plan sequences of lessons that will build on and develop the children's skills culminating in a final piece.

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and across the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with the children developing a considerable knowledge of individual artists and individual works. Children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, collage and sculpture.

Whole school project work – 'Take One Artist' ensures that art is given high status in the curriculum and at the beginning of each academic year we choose one artist to study in depth across the federation of schools. Trips to art galleries and exhibitions are carried out to enhance the children's learning experiences and deepen their understanding and knowledge.

How do we evaluate learning in Art and Design?

The impact of our art curriculum can be seen in the children's sketchbooks which pass on with them to the following year group. At the beginning of each unit, a detailed overview outlines the main learning objective alongside the skills that the children will build on and those which will follow. The opportunity to evaluate and reflect on the learning is planned for towards the end of the unit to enable the children to see how their learning is progressing and where they need to take it next. On completion of the unit of work, key assessment targets are identified and the children are able to self-assess against them. Class teachers then use the children's research and preparatory work, along with the final piece in order to make a judgement as to whether each child is working towards, at or above the expected level.

EYFS: Art and Design Curriculum Map

ELG: Physical Development (Fine Motor)

-Use a range of small tools, including scissors, paint brushes and cutlery

- Begin to show accuracy and care when drawing.

ELG: Expressive Arts and Design (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

Ongoing throughout the year:

- Children will experience and develop a range of creative, artistic skills.
- Children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity.
- Children will have the opportunity to create collaboratively, sharing ideas and resources as well as working solo
- Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below)

Autumn	Spring	Summer
<p>Children will:</p> <p>Drawing Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Painting Explore colours and how they can be changed through mixing the three primary colour Create different types of print with paint (Eric Carle) Learn how to wash brushes after use Explore printing with different objects</p> <p>Junk Modelling Use simple joins when creating 3D work e.g. sellotape, masking tape, glue stick Woodwork with the support of an adult</p> <p>Cutting Skills Use one handed tools and equipment, for example making snips in paper with scissors. Snip paper moving forward Use a helping hand to hold and help to guide the paper (some ch will need to access starter scissors)</p> <p>Autumn 1 Possible Artist: Paul Klee Autumn 2 Possible Artist: Eric Carle</p>	<p>Children will:</p> <p>Drawing Show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create observational drawing—sunflowers, plants, animals etc</p> <p>Painting Create different shades of colours by adding white and black Create swirl patterns with a paintbrush (Van Gogh) Use different size paintbrushes to create observational paintings</p> <p>Junk Modelling Experimenting with different types of joins e.g. folding for Chinese New Year dragons, paper chains etc. Begin to design models and select appropriate resources Create own puppets/props for pretend play Introduce independent woodworking</p> <p>Cutting Skills Use scissors to cut curved lines Use scissors to cut shapes: circle Use scissors to cut shapes: square</p> <p>Spring 1 Possible Artist: Van Gogh Spring 2 Possible Artist: Van Gogh</p>	<p>Children will:</p> <p>Drawing Create observational drawing and show accuracy and care in their drawing Produce drawings that include more details such as a car with wheels and be able to say what they have included.</p> <p>Painting Paint with increasing skill, detail and purpose Use different colours and shades independently in a piece of work</p> <p>Junk Modelling Continue to further develop the skills of joining Select tools and techniques needed to assemble and join materials they are using for a specific reason Create models that have increasing detail and parts Take part in independent woodworking</p> <p>Cutting Skills Use scissors independently Use scissors for a particular purpose e.g. when combining different media and materials Cut complex shapes such as figures</p> <p>Summer 1 Possible Artist: Andy Warhol Summer 2 Possible Artist: Veronika Richterova</p>

Year 1: Art & Design Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

Evaluating

- 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
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	PRINTING	PAINTING	DRAWING
Overview	In this unit, children will begin to develop their printing skills. They will experiment with different textures and making different marks before creating their own simple repeating prints. They will begin to recognise patterns in the environment and use their observational skills. They will explore the work of famous artists, thinking about what they liked or disliked about their work and once completed, will evaluate how successful they have been.	In this unit, children will begin to develop their painting skills. They will explore the work of famous artists, thinking about what they liked or disliked about their work. They will experiment with colour and painting techniques before choosing a preferred technique to use. Once their painting is completed, they will evaluate how successful they have been and think about what they would do differently next time.	In this unit, the children will begin to develop their skills in drawing. They will explore the work and techniques of famous artists and be able to explain what they like and dislike about their work. They will experiment with different drawing media, different textures, creating different tones and drawing on different surfaces to create a final piece.
Key Skills	<ul style="list-style-type: none"> • Print with a range of hard and soft materials • Make simple marks on rollers and printing palettes. • Take simple prints – mono printing. • Roll printing ink over found objects to create patterns • e.g. plastic mesh, stencils. • Use one or two colours. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. • Make rubbings to collect textures and patterns 	<ul style="list-style-type: none"> • Identify primary colours by name and be able to mix them. • Work from: objects, people, places, memory and the imagination. • Applying paint in different ways using brushes, fingers, sticks, combs, rollers, knives, etc. • Create textured paint by adding sand, plaster. • Use a variety of tools and techniques including different brush sizes and types. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. 	<ul style="list-style-type: none"> • Use a variety of media to draw visual elements - line, shape, tone and space. • Investigate textures by describing, naming, rubbing, copying. • Complete observational drawings, drawing from memory and from imagination. • Draw on different surfaces with a range of differently textured and sized media. • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc. • Draw in response to poetry or music. • Using different sorts of pencils, chalk/charcoal, crayons, etc.
Possible Outcomes & curriculum links	<ul style="list-style-type: none"> • Animal inspired wrapping paper • Fabric design • Printed book bag • Repeating patterns • Leaf printing • Tessellation Art 	<ul style="list-style-type: none"> • Self – portrait • A painting in the style of an artist • Observational paintings • Still life paintings – fruit • Aboriginal art 	<ul style="list-style-type: none"> • Observational drawings – leaves, minibeasts, flowers • Still life drawings • Fossil drawings

Possible Artists

Althea Mcnish – Caribbean inspired designs, nature, leaves, harvest.
M.C. Escher – tessellation art, drawing, printing, repeating patterns.
Andy Warhol – printing, soup cans, handprints.
Paul Klee – block printing

Gustav Klimt – Tree of Life, flowers, Apple Tree
Monet - Light and dark in paintings

Paul Klee – drawings, geometrics, cubist

Year 2: Art & Design Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Develop ideas by trying things out and making changes
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Evaluating

- 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
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	TEXTILES	COLLAGE	SCULPTURE
Overview	In this unit, the children will begin to develop their sewing skills to create a picture related to their learning. They will experiment with different methods of colouring fabric using natural dyes before cutting and shaping the fabric to create a picture. The work of famous textile artists will be investigated and the children will discuss what they like or dislike about their work.	In this unit, the children will begin to develop their collage skills. They will collect, sort and then investigate the properties of a range of materials and how they can be used to in different ways to create a collage inspired by their learning. They will look at the work of famous artists from different times and cultures to find similarities and differences to their learning.	In this unit, children will begin to develop their skills in sculpture. They will explore the work of famous artists and be able to explain what they like and dislike about their work. They will experiment with a range of different materials and resources to explore their suitability before constructing a 3D sculpture.
Key Skills	<ul style="list-style-type: none"> • Apply colour with printing. • Change and modify threads and fabrics by knotting, fraying, fringing, twisting and plaiting. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Discuss textiles-colour/texture. • Change fabric using dye, bleach or fabric paints. • Create and use dyes e.g. tea/coffee • Create fabrics by weaving materials i.e. grass, twigs 	<ul style="list-style-type: none"> • Using a variety of materials to make free collage e.g. Natural and man-made textiles. • Collect, sort, name match colours appropriate for an image. • Create and arrange shapes appropriately. • Create, select and use textured paper for an image. • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Fold, crumple, tear and overlap. • Work on different scales. • Discuss pattern and rotation. 	<ul style="list-style-type: none"> • Manipulate malleable materials for a purpose, e.g. Pot or tile • Explore sculpture with a range of malleable media. • Experiment with constructing and joining recycled, natural and manmade materials e.g. straw constructions, junk modelling. • Use simple 2-D shapes to create a 3-D form. • Create clay tiles using impressions and textures, imprinting and building up the surface. • Create a coil pot, pinch pot. • Create wire sculptures.

Possible Outcomes & curriculum links	<ul style="list-style-type: none"> • Design a fabric pattern • Design a t-shirt. 	<ul style="list-style-type: none"> • Topic inspired collage • Collages in the style of studied artist • Ocean inspired collage • Collage landscapes • Living things collage 	<ul style="list-style-type: none"> • Sculpture inspired by topic • Sculpture made from recycled materials • Pinch pots and clay tiles
Possible Artists	<p>Althea Mcnish – Caribbean inspired designs, nature, leaves, harvest.</p> <p>Linda Steele (textile artist)</p>	<p>Eric Carle</p> <p>Henri Matisse – cut-outs, drawing with scissors, collage, leaves, painting</p>	<p>Eric Carle</p> <p>Henri Matisse – The Snail, cut-outs.</p> <p>Clay sculptures inspired by Henry Moore and Barbara Hepworth.</p> <p>Jill Townsley – repetition, sculpture with everyday objects</p> <p>Eva Rothschild – structures</p>

Year 3: Art & Design Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations, experiences and from your imagination
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Question and make thoughtful observations about starting points and select ideas to use in your work

Evaluating

- Compare ideas, methods and approaches in your own and others' work and say what you
- think and feel about them
- Adapt your work according to your views and describe how you might develop it further
- Annotate work in sketchbook

Unit	SCULPTURE	PRINTING	DRAWING
Overview	In this unit, the children will build on and continue to develop their skills in sculpture. They will begin to use clay to make models before experimenting with a range of different techniques to create surface patterns and decoration for their clay sculpture. They will think about a range of different materials that they could use and the different patterns and textures that they would create.	In this unit, the children will continue to develop their printing skills using their topic learning as inspiration. They will create their own printing block that will then be used to create a print using one or two different colours. Once your print is complete, the children will evaluate how successful they have been and think about what they would do differently next time.	In this unit, the children will continue to develop their skills in drawing. They will collect images of the work of famous artists and be able to explain what they like and dislike about it before using their sketchbooks to develop their ideas. They will continue to experiment with a range of drawing materials exploring ways of changing the tone, shade and finding out how to create different lines and forms.
Key Skills	<ul style="list-style-type: none"> • Plan, design and make models from observations or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Look at cultural decoration on pottery. • Create surface patterns and textures in a malleable material. • Explore 3D using range of materials. • Use papier-mâché to create a simple 3D object. • Using found objects to create work. 	<ul style="list-style-type: none"> • Make own printing block using string, texture, card, masking tape. • Polystyrene mono-prints. • Print with two colour overlays. • Create repeating patterns. • Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> • Use sketchbooks to collect images from different sources. • Make marks with a wider range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with ways in which surface detail can be added to drawings. • Experiment with different grades of pencil and other implements to create lines, forms, shapes and variations in tone. • Apply a simple use of pattern and texture in a drawing.

Possible Outcomes & curriculum links	<ul style="list-style-type: none"> • Clay tile decorated with topic related patterns/images • Small topic inspired pot • Clay Canopic jar 	<ul style="list-style-type: none"> • Topic inspired prints • Repeating pattern print • Print in the style of artist studied • Printed book cover 	<ul style="list-style-type: none"> • Drawing of a local landscape • Observational drawings of surrounding area (using a view finder) • Drawing in the style of artist studied
Possible Artists	Clay pots inspired by Clarice Cliff and Josiah Wedgwood Toshiko Takaezu – ceramics inspired by nature	William Morris – textile and wallpaper design	Katsushika Hokusai – dragon art Georgia O'Keefe – flower paintings, landscapes, nature

Year 4: Art & Design Curriculum Map

Planning and Evaluating

Generating Ideas

- Select and record from first hand observations, experiences and imagination
- Know about and describe some of the key ideas and techniques of a variety of artists, crafts people and designers working in different times and culture
- Question and make thoughtful observations about starting points and select ideas to use in their work

Evaluating

- Compare ideas, methods and approaches in their own and others' work and be able to say what they think about them
- Adapt work according to views and ideas
- Annotate work in sketchbook to improve understanding and to inform ideas

Unit	PAINTING	TEXTILES	COLLAGE
Overview	In this unit, the children will continue to build on and further develop their painting skills. They will explore the work of different artists, thinking about what they like or dislike about their work. They will experiment further with colours, changing the shade, tone and tint. They will investigate paintings from ancient times and use a range of painting techniques to create their own paintings using different paint effects and textures.	In this unit, the children will continue to develop their textile skills. They will experiment with a range of different techniques to colour and decorate their fabric before creating a piece of art inspired by their topic learning. They will explore the work of different textile artists, observing how they use decoration to enhance a design and how the technique could be used in their own work.	In this unit, the children will continue to develop their skills in collage using inspiration from their topic learning. They will experiment with a range of collage techniques to create texture before designing and creating their final piece. They will explore the techniques and artwork of famous artists as inspiration.
Key Skills	<ul style="list-style-type: none"> • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Add black/white paint to change shades, tints and tones. • Use colour to create mood. • Name different types of paint and their properties. • Paint in style of an artist. • Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Experiment with paste resist techniques. • Develop skills in stitching, cutting and joining. • Apply decoration using beads, buttons, feathers etc. • Discuss and look at patchwork. • Make a patchwork quilt. • Learning embroidery stitches. • Join ends of fabrics. 	<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information. • Paper quilling- make given design and choose colours. • Make own patterns using contrasting squares of colour. • Make black/white pictures- black paper, white paper cuts.

Year 4: Art & Design Curriculum Map (continued)

Unit	PAINTING	TEXTILES	COLLAGE
Possible Outcomes & curriculum links	<ul style="list-style-type: none"> • Cave paintings • Animal painting based on topic learning 	<ul style="list-style-type: none"> • Class patchwork quilt Wall hanging 	<ul style="list-style-type: none"> • Topic inspired collage • Collage in the style of artist studied
Possible Artists	<p><i>JMW Turner</i> – watercolours, seascapes, romantic, expressive colourisation</p> <p><i>Katsushika Hokusai</i> – The Great Wave</p>	<p>Kaffe Fassett Nancy Crow House of Hackney</p>	<p>Henri Matisse Derek Gores Cecil Touchon</p>

Year 5: Art & Design Curriculum Map

Planning and Evaluating

Generating Ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Engage in open ended research and exploration to help initiate own ideas
- Research and discuss the ideas and approaches of artists, craftspeople and designers working in different cultures and with different intents
- Question and make thoughtful observations about starting points and select ideas to use in their work

Evaluating

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Regularly analyse and adapt their work according to their views and describe how they might develop it further
- Adapt their work according to their views and describe how they might develop it further
- Annotate work in sketchbook to improve understanding, inform ideas and plan for an outcome

Unit	PAINTING	PRINTING	TEXTILES
Overview	In this unit, the children will continue to develop and build on their painting skills from Year 3. They will take inspiration from a wide range of sources as a starting point before carrying out investigative studies. They will then investigate colours, finding out about the different types and how to mix colours and media to convey mood, atmosphere and light effects. They will begin to understand and experiment with the design elements used by artists to show proportion, scale and composition in a painting.	In this unit, the children will revisit and continue to develop their printing skills. They will find out about the work of Victorian artists, thinking about what they like or dislike about their work. Using the observational drawings they have made, they will investigate the different methods of printing before designing and creating a print, printing on a prepared surface or using overlays to create detail.	In this unit, the children will continue to develop and add to their textiles skills. They will work from photographs and digital images to create a design before making a 3D structure. The children will experimenting with different ways to create or decorate their own fabric as well as with pleating, sewing and tassels to decorate the finished artwork.
Key Skills	<p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground & background.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Match and name colours in nature and man-made environment to create atmosphere and light effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Work with complementary colours.</p> <p>Use colour to convey mood; warm/cold colours, dark/light, joy/sadness.</p>	<ul style="list-style-type: none"> • Revisit ways of print making (relief or impressed method). • Experiment with screen and lino printing- positive/negative images. • Create printing blocks by simplifying an initial sketchbook idea. • Revisit previous print making skills. • Use relief or impressed methods of printing. • Create prints with three overlays. • Print on prepared surfaces. • Work into prints with a range of media e.g. pens, colour pens and paints. • Make collection of printed material. 	<ul style="list-style-type: none"> • Revisit previous sewing techniques. • Develop own designs and make an object using previous skills. • Work from photographs. • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Create own fabric by weaving. • Experiment with batik techniques. • Experiment with pleating, sewing, bows, tassels, etc. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

Year 5: Art & Design Curriculum Map (continued)

Unit	PAINTING	PRINTING	TEXTILES
Possible Outcomes & curriculum links	<ul style="list-style-type: none"> • Painting of a local landscape • Painting of the solar system • Painting in the style of an artist studied 	<ul style="list-style-type: none"> • Topic inspired prints • Wallpaper design • Wrapping paper design 	<ul style="list-style-type: none"> • 3D felt animal • 3D landscape • 3D mobile
Possible Artists	<p>David Hockney – British pop art, portraits, printmaking, photo collages, landscapes.</p> <p>Paul Cezanne – still life, fruit, landscapes, painting and drawing, vase of flowers.</p> <p>Wassily Kandinsky Chelsey Bonestell</p>	<p>Andy Warhol – printing, painting, pop art, soup cans, handprints</p> <p>William Morris Sidney Mawson Arthur Heygate Mackmurdo</p>	<p>Jessica Dance Lucy Sparrow</p>

Year 6: Art & Design Curriculum Map

Planning and Evaluating

Generating Ideas

Evaluating

- Select and record from first hand observations, experiences and imagination
- Independently develop a range of ideas which show curiosity, imagination and originality
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Know how to describe, interpret and explain some of the key ideas and techniques of a variety of artists, crafts people and designers working in different times and cultures

- Compare ideas, methods and approaches in their own and others' work and be able to say what they think about them
- Adapt work according to views and ideas and describe how they might develop it further
- Investigate, research and test ideas and plans in sketchbooks to improve understanding and to inform ideas

Unit	COLLAGE	SCULPTURE	DRAWING
Overview	In this unit, the children will continue to develop their collage skills. They will explore different types of collage before taking inspiration from the work of artists to create their artwork. They will investigate different techniques and textures that can be used to create depth and dimension in their work and look at the effects of layering onto a pre-prepared background.	In this unit, the children will continue to develop their skills using clay to create a sculpture. They will carry out investigative work by observing artefacts, images and photographs to plan and design their sculpture before further developing their skills using and joining the clay. They will experiment with a range of different techniques to create intricate patterns and textures to express thoughts, feelings and ideas.	In this unit, the children will continue to develop and build on their drawing skills. They will study images, photographs and the work of artists as a starting point before creating their artwork. They will experiment with colour mixing and blending to recreate the colours needed as well as experimenting with different ways of creating marks within their drawings. They will develop their awareness of design features before thinking about the composition and perspective of their drawing.

Key Skills

- Use collage as a means of extending work from initial ideas.
- 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.
- Develop work to convey contrast.
- Investigate rough/smooth, dark/light, plain/pattern.
- Explore photomontage.
- Explore veiling and layering to create depth.

- Plan a sculpture through drawing and other preparatory work.
- Use recycled, natural and man-made materials to create sculptures inc. papier-mâché.
- Use clay or sculpting medium to express thoughts, feelings and ideas.
- Develop skills in using clay inc. slabs, coils, slips, pinching, joining etc.
- Produce intricate patterns and textures in a malleable media.
- Observe artefacts

- Use a sketchbook to collect and develop ideas.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes within a drawing.
- Explore colour mixing and blending techniques with coloured pencils.
- Start to develop their own style using tonal contrast and mixed media.
- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Develop close observation skills using viewfinders.
- Identify artists who have worked in a similar way to their own work.
- Use different techniques for different purposes i.e. shading, hatching within their own work.

Possible Outcomes & curriculum links	<ul style="list-style-type: none"> • Collage depicting the Blitz Topic inspired collage • Collage in the style of an artist studied 	<ul style="list-style-type: none"> • Benin clay plague • Topic inspired sculpture Clay tile 	<ul style="list-style-type: none"> • Illustration to accompany literacy work • Drawing in the style of artist studied Topic inspired drawing •
Possible Artists	<p>Pablo Picasso Georges Braque Kurt Switters Richard Hamilton</p>	<p>Chris Gryder K. G. Subramanyan</p>	<p>Paul Nash John Singer Sargent C.R.W. Nevinson Sidney Carline</p>