

# OBS ART PROGRESSION



**SKILLS:** **EXPLORING & DEVELOPING IDEAS**  
**EVALUATING AND DEVELOPING WORK**  
 DRAWING  
 PAINTING  
 PRINTING  
 TEXTILES/COLLAGE  
 3D FORM

## EARLY LEARNING GOALS

Pupils should be taught:  
 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.

At Old Basford School we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next.

### Expressive Arts and Design (Summary of Statutory Educational Programme)

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.

### Continuous Provision

In continuous provision, children will: explore different medias including paint, chalk, drawing and collage to create their artwork. They will use natural objects to make ephemeral art in the outdoor learning area. They will explore colour mixing to achieve different effects. They will work together collaboratively to create shared art work.

### Focused Learning

Expressive Arts & Design						
Art / DT / Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills						
N1						
N2		To make patterns with paint and different objects.  To use drawing and mark making to express ideas.  To explore colour.		To make patterns with paint and different objects, exploring what happens when you mix colours.	To draw a picture with increasing complexity and detail.  To explore colour and colour mixing.	To begin to represent different emotions in pictures and paintings.
Reception Skills		To observe and draw given objects.	To draw a range of objects noticing detail.	To observe and draw given objects with increasing detail.	To explore, use and refine a variety of artistic effects.	To observe and draw given objects with increasing detail and add shading techniques.  To begin to explain their artistic processes.
Nursery Knowledge N1						

N2			<p>To know that patterns can be made using paint and different objects.</p> <p>To know that drawing and mark making can be used to express ideas.</p> <p>To know the basic primary colours and that these can be mixed.</p>		<p>To understand what happens when you mix different colours.</p>	<p>To understand how to use pencils to create complexity and detail in an observational drawing.</p> <p>To understand what happens when you mix different colours.</p>	<p>To understand that emotions can be conveyed through pictures and paintings.</p>
Reception Knowledge			<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To understand that objects are detailed and to look at detail when drawing or painting.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To know how to draw a range of objects noticing detail.</p>	<p>To know how to observe and draw given objects with increasing detail.</p>	<p>To understand how to use different media and materials in an original way.</p> <p>To know they can, with confidence, explore, use and refine a variety of artistic effects on a piece of work.</p>	<p>To understand how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To know how to observe and draw given objects with increasing detail and add shading techniques.</p> <p>To begin to understand how to explain their artistic processes.</p>
Key Vocabulary	Tier 1: A: Art	A: paint, draw	A: paint, draw	A: paint, draw	A: paint, draw,	A: paint, draw,	A: paint, draw,
	Tier 2: A: Art	A: print, mix, doodle, sketch, create	A: print, mix, doodle, sketch, create	A: print, mix, doodle, sketch, create	A: print, mix, colour, effect, doodle, sketch, create, sculpt	A: print, mix, colour, effect, doodle, sketch, create, sculpt	A: print, mix, colour, effect, doodle, sketch, create, sculpt
	Tier 3: A: Art	A: shade, hue	A: shade, hue	A: shade, hue	A: shade, hue, collage, embellish, mural	A: shade, hue, collage, embellish, mural	A: shade, hue, collage, embellish, mural
ELGs		<p><b>Creating with Materials.</b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p>			<p><b>Being Imaginative and Expressive</b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		

### OBS Achievement Aspirations- 'Create'

#### N1: To create a piece of art with nature.

Milestone 1: To experiment and make creations in the loose parts area.

Milestone 2: To experiment with items found in the early years garden.

#### N2: To use pattern to create a picture.

Milestone 1: To spot patterns in the environment and talk about them.

Milestone 2: To copy a pattern.

#### F2: To create a quality piece of art for display in the EYFS gallery.

Milestone 1: To experiment with a variety of media and talk about what they have made.

Milestone 2: To accept feedback on the work they have created and make adaptations.

Milestone 3: To create a piece of art with increasing attention to detail.

YEAR 1					
AUT 1: WE'VE GOT THE POWER	AUT 2: THE NIGHT ADVENTURE	SPRING 1: TOY STORY	SPRING 2: AROUND THE WORLD	SUMMER 1: GROW YOUR OWN	SUMMER 2: KNIGHTS OF BASFORD
<p>*to develop a wide range of art and design techniques in using <b>colour</b>, pattern, texture, line, shape, form and space</p> <p>*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>ROY Lichtenstein-pop art</b></p>	<p>*to use a range of materials creatively to design and make products</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, <b>texture</b>, line, shape, form and space</p> <p>*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>Van Gogh- Starry Night</b></p>	<p>*to use <b>drawing</b>, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*to develop a wide range of art and design techniques in using colour, <b>pattern</b>, <b>texture</b>, <b>line</b>, shape, form and space</p> <p><b>Observational drawings- teddy Binca Simple stitch</b></p>	<p>*to use drawing, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination (<b>bird sculpture</b>)</p> <p><b>SEAGULL ILLUSTRATION -MADDIE FROST BIRD SCULPTURE</b></p>	<p>*to use a range of materials creatively to design and make products</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, <b>texture</b>, line, shape, form and space</p> <p>*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>Van Gogh- Sunflowers</b></p>	<p>*to develop a wide range of art and design techniques in using colour, pattern, <b>texture</b>, <b>line</b>, shape, form and space</p> <p><b>CASTLE ILLUSTRATION</b></p> <p><b>ORIGAMI HATS</b></p>
<p>*Ask and answer questions about the starting points for their work, and develop their ideas (SEE QUEST CARDS).</p> <p><i>*Use different types of paint.</i></p> <p><i>* Mix secondary colours and shades.</i></p> <p><i>*Use a wide variety of media, inc, photocopied material, fabric, plastic, tissue, magazines, crepe paper etc (cityscape)</i></p> <p><i>*Use a variety of techniques, e.g. weaving, finger knitting, <b>fabric crayons</b>, sewing and binca.</i></p> <p><i>*How to thread a needle, cut, glue and trim material</i></p>	<p>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards).</p> <p><i>* Review what they and others have done and say what they think and feel about it</i></p> <p><i>E.g. Annotate creative journals/ evaluate partner's work (say what you like about it)</i></p> <p><i>*Use a variety of tools and techniques including the use of different brush sizes and types.</i></p> <p><i>*Carry out different printing techniques e.g. monoprinting, block, relief and resist prints.</i></p> <p><i>* Experiment with tone and technique inc layering, mixing media, scraping through etc.</i></p>	<p>* Record and explore ideas from first hand observations, experiences and imagination.</p> <p><i>* Use a variety of tools, inc pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</i></p> <p><i>* Begin to explore the use of line, shape and colour.</i></p> <p><i>*Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</i></p> <p><i>*How to thread a needle, cut, glue and trim material</i></p>	<p><i>*Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</i></p> <p><i>*Explore sculpture with a range of malleable media, especially clay.</i></p> <p><i>*Build a repeating pattern and recognise pattern in the environment.</i></p>	<p>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards).</p> <p><i>* Review what they and others have done and say what they think and feel about it</i></p> <p><i>E.g. Annotate creative journals/ evaluate partner's work (say what you like about it)</i></p> <p><i>* Identify what they might change in their current work or develop in their future work. (look back at starry night)</i></p> <p><i>*Use a variety of tools and techniques including the use of different brush sizes and types.</i></p> <p><i>* Use a variety of tools, inc pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</i></p> <p><i>* Begin to explore the use of line, shape and colour.</i></p>	<p>*Make marks in print with a variety of objects.</p> <p><b>Colour wash- Castle</b></p> <p><i>*Use a variety of tools and techniques including the use of different brush sizes and types.</i></p>
YEAR 2					
AUT 1: INTO THE WOODS	AUT 2: BLAST OFF!	SPR 1: ON SAFARI	SPR 2: MARVELLOUS MEDICINE	SUM 1: LIGHTHOUSE KEEPER	SUMMER 2: FUN OUTDOORS
<p>*to use a range of materials creatively to design and make products</p> <p>*to use drawing, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination</p> <p>*about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p>*to use a range of materials creatively to design and make products</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>*to use a range of materials creatively to design and make products</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p>*to use <b>drawing</b>, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, <b>line</b>, <b>shape</b>, form and space</p> <p><b>PORTRAITS</b></p> <p><b>Quentin Blake style portraits</b></p>	<p>*to use a range of materials creatively to design and make products</p> <p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>*to develop a wide range of art and design techniques in using <b>colour</b>, pattern, <b>texture</b>, line, <b>shape</b>, form and space</p> <p>*about the work of a range of artists, craft makers and designers, describing the differences and</p>

different practices and disciplines, and making links to their own work. <b>Andy Goldsworthy</b> <b>Max Ernst- Frottage (Rubblings)</b>	<b>GALAXY PAINTINGS/ Moon pictures</b>	different practices and disciplines, and making links to their own work. <b>GAKONGA</b> <b>Paper masks</b> <b>TIEDYE</b>		*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <b>WATERCOLOUR PUFFIN SEASCAPES)</b> <b>Petr Horacek</b> <b>PUFFIN PAPER MACHE SCULTURE</b>	similarities between different practices and disciplines, and making links to their own work. <b>Monet-waterlillies</b> <b>Sketch OBS pond</b> <b>OIL PASTEL FROG</b>
* Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards) *Review what they and others have done and say what they think and feel about it E.g. Annotate creative journals. *Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled natural and man-made materials more confidently.	*Print using a variety of materials, objects and techniques. *Experiment with tone and technique including layering, mixing media, scraping through etc. *Build a textured relief tile. *Create textured collages from a variety of media.	* Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards) *Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. * Design patterns of increasing complexity and repetition. <b>Masks</b> *Create textured collages from a variety of media. (twisting and tearing paper) <b>T-shirts</b> Use a variety of techniques, inc weaving, French knitting, tie-dye, fabric crayons, and wax or oil resist, applique and embroidery. *Use ICT	*Record ideas for drawings in creative journals. *Draw for a sustained period of time from the figure and real objects including single and grouped objects. *Experiment with the visual elements: line, shape. Pattern and colour.	*Layer different media e.g. crayons, pastels, felt tips, charcoal and ball point. *Experiment with the visual elements: line, shape. Pattern and colour. <b>Make a simple papier mache object</b>	* Record and explore ideas from first hand observations, experiences and imagination. *Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards) *Mix a range of secondary colours, shades and tones. *Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

**YEAR 3**

<b>AUT 1: STONE AGE TO IRON AGE</b>	<b>AUT 2: EXTREME EARTH</b>	<b>SPR 1: SUPER SCIENCE</b>	<b>SPR 2: WHAT MAKES BRITIAN GREAT</b>	<b>SUM 1: IT'S A WONDERFUL LIFE</b>	<b>SUMMER 2: ANCIENT EGYPT</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 [PENCIL AND WATERCOLOURS] <b>STONEHENGE LANDSCAPE PICTURE</b>	*to create sketch books to record their observations and use them to review and revisit ideas ( <b>observational drawings of fossils</b> ) *about great artists, architects and designers in history. <b>(Warhol, Turner- volcano comparison)</b> <b>LANDSCAPE ATMOSPHERIC USING OIL PASTELS</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 <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history. <b>(Barbara Hepworth SCULPTURE SOAP)</b>  <b>FABRIC STREET ART</b> <b>STREET ART-KID30-NOTTINGHAM ARTIST</b> <b>BANKSY-BRISTOL ARTIST</b> <b>TOMBOB -AMERICAN ARTIST</b> <b>BEN WILSON-CHEWING GUM ARTIST</b>	*to improve their mastery of art and design techniques, including drawing, <b>painting</b> and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history. <b>(Georgia O'Keefe) CHALK PASTELS</b>  <b>BEE AND FLOWER ART, SIMPLE WATERCOLOURS</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. <b>(Pharaoh heads/ Cartouches)</b>

<ul style="list-style-type: none"> <li>*Plan, refine and alter their drawings as necessary</li> <li>*Use their journals to record ideas and information from different sources.</li> <li>*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>*Experiment with different grades of pencil and other implements</li> <li>*Plan, refine and alter their drawings as necessary</li> <li>*Draw for a sustained period of time at their own level</li> </ul>	<ul style="list-style-type: none"> <li>*Plan, refine and alter their drawings as necessary</li> <li>*Use their journals to record ideas and information from different sources.</li> <li>*Draw for a sustained period of time at their own level.</li> <li>*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>* Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards)</li> </ul>		<ul style="list-style-type: none"> <li>* Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards)</li> <li><b>Hepworth</b></li> <li>*Plan design and make models.</li> <li>*Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li><b>Banksy</b></li> <li>*Adapt their work according to their views and describe how they might develop it further.</li> <li>*Annotate work in journals.</li> </ul>	<p><b>Bee</b></p> <ul style="list-style-type: none"> <li>*Select and record from first hand observations, experiences and imagination and explore ideas for different purposes.</li> <li>*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li><b>Georgia O'Keefe</b></li> <li>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures (see Quest cards)</li> <li>*Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <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> <li>*Work confidently on a range of scales e.g. thin brushes on small pictures etc</li> </ul>	<p><b>Pharaoh heads</b></p> <ul style="list-style-type: none"> <li>*Use ICT</li> <li>*Print using a variety of materials, objects and techniques inc layering. (Make own string tiles to print with.)</li> <li>*Talk about the processes used to produce a simple print.</li> <li>*Explore pattern and shape, creating designs for printing.</li> </ul>
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#### YEAR 4

AUT 1: FLASHES AND BANGS	AUT 2: RAMPAGING ROMANS	SPR 1: TEETH TO THE TOILET	SPR 2: INVADERS & SETTLERS	SUM 1: RUMBLE IN THE JUNGLE	SUM 2: VIVA ESPAGNA
<ul style="list-style-type: none"> <li>*to create sketch books to record their observations and use them to review and revisit ideas</li> <li>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li><b>CHRIS MOULD-IRONMAN ILLUSTRATION</b></li> <li><b>IRONMAN RELIEF PICTURE</b></li> </ul>	<ul style="list-style-type: none"> <li>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [<b>mosaics floor-group project</b>]</li> <li><b>MART ELLEN CROTEAU</b></li> <li>- artist who uses found objects, bottle tops</li> </ul>	<ul style="list-style-type: none"> <li>*to create sketch books to record their observations and use them to review and revisit ideas</li> <li>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [<b>pastels</b>]</li> <li>*about great artists, architects and designers in history.</li> <li><b>(CEZANNE-STILL LIFE)</b></li> </ul>	<ul style="list-style-type: none"> <li>*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] (<b>Rune purse</b>)</li> <li><b>SEWING SKILLS</b></li> </ul>	<ul style="list-style-type: none"> <li>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [<b>oil pastels</b>]</li> <li><b>SOPHIE GREEN- OIL PASTEL</b></li> <li><b>REALISTIC BIRD PICTURE</b></li> <li><b>MICHELLE READER-BIRD SCULPTURE</b></li> </ul>	<ul style="list-style-type: none"> <li>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [<b>paint- shades</b>]</li> <li>*about great artists, architects and in history. (<b>Picasso and Gaudi</b>)</li> </ul>
<ul style="list-style-type: none"> <li>*Explain a few techniques including the use of poly-blocks, relief, mono and resist printing.</li> </ul>	<ul style="list-style-type: none"> <li>*(Paint shades of terracotta onto card, cut up to make tiles)</li> <li>*Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> <li>*Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>*Select and record from first hand observations, experiences 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> <li>*Explore the differences and similarities between the work of</li> </ul>	<ul style="list-style-type: none"> <li>*Join fabrics in different ways inc stitching</li> <li>*Use different grades and uses of threads and needles.</li> <li>*Talk about their work understanding that it has been sculpted, modelled or constructed.</li> </ul>	<ul style="list-style-type: none"> <li>*Annotate work in journals.</li> <li>*Make informed choices in drawing inc paper and media</li> <li>*Alter and refine drawings and describe changes using art vocabulary.</li> <li>*Collect images and information independently in a creative journal</li> </ul>	<ul style="list-style-type: none"> <li>*Select and record from first hand observations, experiences 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> <li>*Explore the differences and similarities between the work of</li> </ul>

	<p>*Make and match colours with increasing accuracy.</p> <p>*Use more specific colour language e.g. tint, tone, shade and hue.</p> <p>*Plan and create different effects and textures with paint according to what they need for the task.</p> <p>*Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>*Refine and alter ideas and explain choices using an art vocabulary.</p>	<p>artists, craftspeople and designers in different times and cultures.(see <u>Quest cards</u>)</p> <p>*Adapt their work according to their views and describe how they might develop it further.</p> <p>*Annotate work in journals.</p> <p>*Make informed choices in drawing inc paper and media</p> <p>*Explore relationships between line and tone, pattern and shape, line and texture</p>		<p>*Explore relationships between line and tone, pattern and shape, line and texture</p> <p>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>*Make informed choices about the 3D technique chosen.</p> <p>*Show an understanding of shape, space and form.</p>	<p>artists, craftspeople and designers in different times and cultures.(see <u>Quest cards</u>)</p> <p><b>Picasso- portraits and guitars</b></p> <p>*Use more specific colour language e.g. tint, tone, shade and hue. (Picasso guitars)</p> <p><b>Gaudi- Salamander (3D card)</b></p> <p>*Plan, design, make and adapt models.</p> <p>*Use recycled, natural and man-made materials to create sculpture.</p> <p>*Talk about their work understanding that it has been sculpted, modelled or construct</p> <p>*Use a variety of materials.</p> <p>*Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p>
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### YEAR 5

AUT 1: BASFORD & BULWELL BYGONES	AUT 2: SPACE	SPR 1: SAVE OUR PLANET!	SPR 2: ANCIENT GREECE	SUM 1: CURIOUS ABOUT CLIMATE	SUMMER 2: CIRCLE OF LIFE
<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 (<u>painting- pointilism</u>)</p> <p>*about great artists, architects and designers in history. (<u>Arthur Spooner and Seurat</u>)</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 (<u>collage</u>)</p> <p>*about great artists, architects and designers in history.</p> <p><b>CHESLEY BONESTELL</b></p>		<p>*to improve their mastery of art and design techniques (<u>sculpture in clay</u>)</p> <p><b>GREEK SCULPTURE-HORSE HEAD</b></p>	<p>*to improve their mastery of art and design techniques (<u>NORTHERN LIGHTS- pastels/ Daemons-fur effect</u>)</p> <p><b>IPAD DIGITAL ART- SEAN CHARMATZ</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 <u>clay leaf fossil- William Morris style/ Turner inspired tonal effect</u></p>
<p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures.(see <u>Quest cards</u>)</p> <p>*Use a variety of source material for their work.</p> <p>*Work in a sustained and independent way from observation, experience and imagination.</p> <p>*Use a creative journal to develop ideas.</p>	<p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures.(see <u>Quest cards</u>)</p> <p>*Extend their work with a specified technique</p> <p>*Use a range of media to create collage.</p>		<p>*Select and record from first hand observations, experiences and imagination and explore ideas for different purposes.</p> <p>*Describe the different qualities involved in modelling. Sculpture and construction</p> <p>*Plan a sculpture through drawing and other preparatory work.</p> <p>*Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>*Use a variety of source material for their work.</p> <p>*Work in a sustained and independent way from observation, experience and imagination.</p> <p>*Use a creative journal to develop ideas.</p> <p>*Explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape.</p>	<p>*Explain a few techniques including the use of poly-blocks, relief, mono and resist printing.</p> <p>*Choose the printing method appropriate to task.</p> <p>*Build up layers and colours, textures.</p> <p>*Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>*Choose inks and overlay colours.</p>

<p>*Explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape.</p> <p>*Demonstrate a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours.</p> <p>*Work on preliminary studies to test media and materials.</p>					
YEAR 6					
AUT 1: CASTAWAY	AUT 2: BEATS & BREATH	SPRING 1: WORLD WAR II	SPRING 2: MAYAN MYSTERIES	SUM 1: SURVIVAL OF THE FITTEST	SUM 2: TASTE OF THE CARIBBEAN
<p>*to improve their mastery of art and design techniques (<b>painting</b>)</p> <p>*about great artists, architects and designers in history.</p> <p><b>(The Great Wave off Kanagawa Print by Hokusai)</b></p>	<p><b>Clockwork sculpture:</b> 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. <b>Henry Moore</b></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><b>Mayan architecture:</b> about great artists, architects and designers in history.</p> <p><b>Polystyrene Tile printing:</b> 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>*to improve their mastery of art and design techniques (<b>pastel</b>)</p> <p>*about great artists, architects and designers in history.</p> <p><b>(Bernard Hoyes)</b></p>
<p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures.(see <b>Quest cards</b>)</p> <p>*Create shades and tints using black and white.</p> <p>*Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>*Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>*Work from a variety of sources inc those researched independently.</p> <p>*Show awareness of how paintings are created (composition)</p>	<p>*Develop skills in using clay inc slabs, coils, slips etc</p> <p>*Make a mould and use plaster safely.</p> <p>*Create sculpture and constructions with increasing independence.</p>	<p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures.(see <b>Quest cards</b>)</p> <p>*Create shades and tints using black and white.</p> <p>*Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>*Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>*Work from a variety of sources inc those researched independently.</p> <p>*Show awareness of how paintings are created (composition)</p>	<p>*Describe varied techniques.</p> <p>*Be familiar with layering prints.</p> <p>*Be confident with printing on paper and fabrics.</p> <p>*Alter and modify work.</p> <p>*Work relatively independently.</p>		<p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the differences and similarities between the work of artists, craftspeople and designers in different times and cultures.(see <b>Quest cards</b>)</p> <p>*Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>*Identify artists that have worked in a similar way to their own work.</p> <p>*Develop ideas using different or mixed media, using a creative journal.</p> <p>*Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, shape, colour and space.</p>