



## Coleshill Church of England Primary School

### Progression of Skills in Art & Design

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

Masterpieces & Artists					
<u>Yr</u>	<u>Drawing</u>	<u>Painting</u>	<u>Printing</u>	<u>Textiles/Collage</u>	<u>3D Form</u>
<u>Nur</u>				Collage Henry Matisse	
<u>REC</u>	Self-portrait David Hockney	Colour Study Kandinsky	Repeating Patterns Andy Warhol		
<u>Y1</u>	Teddy Bear AA. Milne	Playground scene Lowry			Relief tile Goldsworthy
<u>Y2</u>	Hospital scene Jerry Barrett		Rangoli Pattern Nilima Surve	GFoL Collage Megan Coyle	
<u>Y3</u>	Death Mask Joanna Mozden	Cave Painting Lascaux (a place not an artist)			WW1 Trophy
<u>Y4</u>	Courtroom Priscilla Coleman		Roman Mosaic Gaudi	Rose	
<u>Y5</u>	Graffiti Art Banksy	Water Lillies Monet			Mayan Mask
<u>Y6</u>	Pompeii figures William Kentridge		Solar System	Mixed Media Collage of Ancient Greek character/artefact. Anne Marie Grgich	

## EYFS

In EYFS, pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to re-visit and develop their art skills through enhancements added to our provision. They will develop their confidence and enthusiasm through frequent exploration of media to create and develop. They will extend their vocabulary through talking and explaining their designing and creating activities.

### Expressive Arts and Design: Creating with materials.

<p><b><u>0-3</u></b> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.</p>	<p><b><u>3-4</u></b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour mixing.</p>	<p><b><u>Reception:</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><b><u>ELG:</u></b> 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>
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### Physical Development: Fine Motor Skills

<p><b><u>0-3</u></b> Develop manipulation and control. Explore different materials and tools.</p>	<p><b><u>3-4</u></b> Choose the right resources to carry out their own plan. Use one-handed tools and equipment e.g making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show preference for a dominant hand.</p>	<p><b><u>Reception:</u></b> Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><b><u>ELG:</u></b> Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>
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## National Curriculum

### Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### KS1

- NC1.** (Y2) To use a range of materials creatively to design and make products.
- NC2.** (Y1) To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- NC3.** (Y1) To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- NC4.** (Y2) About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.

### KS2

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.

- NC5.** (Y3) (Y4) (Y6) To create sketch books to record their observations and use them to review and revisit ideas.
- NC6.** (Y3) (Y5) (Y6) 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).
- NC7.** (Y4) (Y5) About great artists, architects and designers in history.

<u>ONGOING</u>	<u>Exploring and developing ideas</u>	<p><b><u>KS1</u></b> Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p>	<p><b><u>KS2</u></b> 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>	
	<u>Evaluating and Developing work</u>	<p><b><u>KS1</u></b> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>(+Y3) Annotate work in sketchbook.</p>	<p><b><u>KS2</u></b> 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>	
<u>Year</u>	<u>Topic</u>	<b><u>Key Learning (Masterpiece) and High Five</u></b>	<b><u>National Curriculum</u></b>	<b><u>Skills Progression</u></b>

Year 1

DRAWING

Tools

**Masterpiece:**

Teddy bear drawing in the style of A.A.Milne.

**High Five:**

1. What is AA Milne is most famous for.
2. What his artistic style was.
3. The different types of pencils.
4. How to create texture by using pencil.
5. How to create different thickness of line.

Use drawing, painting and sculpture to share their ideas and imagination. **(NC2)**

Draw lines of different sizes and thickness. **(NC3)**

Show pattern and texture by adding lines. **(NC3)**

Identify what they might change in their current work or develop in their future work. **(ongoing)**

**To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**

Use a variety of tools, including. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Begin to explore the use of line, shape and colour

**Masterpiece:**

School/Playground scene inspired by Lowry.

**High Five:**

1. Who Lowry was and the artwork he created.
2. How he created colour.
3. When to use a thick brush/finer brush.
4. Three different types of paint.
5. Which type of paint would be the best for creating a background and why.

Respond to ideas and starting points. **(ongoing)**

Record and explore ideas from first hand observation, experience and imagination.

**(ongoing)**

To develop a wide range of art and design techniques, including thick and thin brushes. **(NC3)**

Add white or black to colours to make tints or tones. **(NC3)**

Use some of the ideas of artists studied to create pieces. **(NC4)**

Review what they and others have done and say what they think and feel about it.

**(ongoing)**

To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

Use and experiment with variety of tools and techniques including the use of different brush sizes and types.

Mix and match colours to artefacts and objects.

Work on different scales. e.g. large brush on large paper etc.

Mix secondary colours and shades using different types of paint.

Create different textures e.g. use of sawdust.

Mix a range of secondary colours, shades and tones.

Name different types of paint and their properties.

**3D FORM**

Once Upon a Time.

**Masterpiece:** textured relief tile in the style of Goldsworthy.

**High Five:**

1. What type of artist Goldsworthy was and the resources he used.
2. What clay is and where it comes from.
3. What techniques you can use to manipulate clay.
4. How to add texture to clay.
5. How to cut clay safely.

To use a range of materials creatively to design and make products. **(NC1)**

To use drawing, and painting and sculpture to develop and share ideas and imagination.

**(NC2)**

Use techniques such as rolling, cutting, moulding and carving

**(NC3)**

Identify what they might change in their current work or develop in their future work. **(ongoing)**

To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. For a variety of purposes inc. thumb pots, simple coil pots and models.

Explore sculpture with a range of malleable media, especially clay.

Explore shape and form.

Experiment with, construct and join recycled, natural and man-made materials.

Build a textured relief tile.

Understand the safety and basic care of materials and tools.

<u>Year 2</u>	<b>DRAWING</b> Florence Nightingale	<p><b>Masterpiece:</b> Observational drawing of Florence Nightingale's equipment.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. What type of artwork Jerry Barrett created.</li> <li>2. How Jerry Barret's artwork similar/different to that of AA Milne.</li> <li>3. What observational drawing is.</li> <li>4. What media can you use for observational drawing</li> <li>5. How to use pattern and line to create a shadow.</li> </ol>	<p>Use some of the ideas of artists studied to create pieces. <b>(NC4)</b> Draw lines of different sizes and thickness. <b>(NC3)</b> Colour (own work) neatly following the lines. <b>(NC3)</b> 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. <b>(NC3) (NC4)</b> <u>To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, making links to my own work.</u></p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.</p>
	<b>PRINTING</b> Indian Spice	<p><b>Masterpiece:</b> Rangoli Pattern in the style of Nilima Surve.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. What Rangoli Pattern is and their purpose.</li> <li>2. Where they originated from.</li> <li>3. What the common shapes used in Rangoli Patterns created by Nilima Surver are.</li> <li>4. Three printing techniques.</li> <li>5. What effect a material has on printing.</li> </ol>	<p>Use a range of materials creatively to design and make products. <b>(NC1)</b> Explore different methods and materials as ideas develop. <b>(NC1)</b> <u>To use a range of materials creatively to design and make products.</u></p>	<p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Build a repeating pattern and recognise pattern in the environment. Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>



	<p style="text-align: center;"><b>Collage</b> London's Burning!</p>	<p><b>Masterpiece:</b> Collage of Great Fire of London scene.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. Who Megan Coyle is and the materials she uses.</li> <li>2. What a collage is.</li> <li>3. What media can be used to create a collage.</li> <li>4. What is meant by texture.</li> <li>5. How to create texture on a collage.</li> </ol>	<p>To use a range of materials creatively to design and make products. <b>(NC1)</b></p> <p>To explore the differences and similarities within the work of artists in different times. <b>(NC4)</b></p> <p>Use some of the ideas of artists studied to create pieces. <b>(NC4)</b></p> <p>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. <b>(NC3) (NC4)</b></p> <p><u>To use a range of materials creatively to design and make products.</u></p>	<p>How to cut, glue and trim material. Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>Create textured collages from a variety of media.</p>
<p style="text-align: center;"><b>Year 3</b></p>	<p style="text-align: center;"><b>DRAWING</b> Tomb Raiders</p>	<p><b>Masterpiece:</b> Egyptian death mask in the style of Joanna Mozdzen.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. What Joanna Mozdzen creates</li> <li>2. Why proportion is important in Joanna Mozdzen's work.</li> <li>3. How the grade of pencil creates tone effects.</li> <li>4. What impact colour has on creating mood.</li> <li>5. How you show light and shadow.</li> </ol>	<p>Use different hardness of pencils to show line, tone and texture. <b>(NC6)</b></p> <p>Use shading to show light and shadow. <b>(NC6)</b></p> <p>Experiment with creating mood with colour. <b>(NC6)</b></p> <p>To make careful observational drawings. <b>(NC5)</b></p> <p><u>To create sketch books to record my observations and use them to review and revisit ideas.</u></p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>

**Masterpiece:** Cave painting using different textures inspired by Lascaux.

**High Five:**

1. What the primary and secondary colours are and how they are created.
2. How to define tint, hue, shade and tone.
3. How texture can be created through paint.
4. Why cave paintings were created.
5. What tools and colours they used.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. **(NC7)**

Create original pieces that are influenced by studies of others. **(NC7)**

Improve their mastery of techniques- painting and use of materials /media. **(NC6)**

Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

**(NC6)**

Mix colours effectively.**(NC6)**

Include texture that conveys feelings, expression or movement. **(NC6)**

To improve their mastery of art and design techniques, including painting with a range of materials

Mix a variety of colours and know which primary colours make secondary colours.

Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.

Work confidently on a range of scales e.g. thin brush on small picture etc.

Plan and create different effects and textures with paint according to what they need for the task.

Show increasing independence and creativity with the painting process.

**Masterpiece:** WW1 trophy.

**High Five:**

1. Why clay is effective for creating different shapes.
2. How to use a base to model other shapes.
3. How to join clay
4. The stages of clay
5. Which tools to use to add texture.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

**(NC6)**

Develop ideas from starting points throughout the curriculum. **(NC5)**

Create and combine shapes to create recognisable forms.

**(NC6)**

Explore ideas in a variety of ways. **(NC5)**

Learn about the great architects, artists and designers.

**(NC7)**

Give details about the style of some notable artists, artisan and designers. **(NC7)**

Select and arrange materials for a striking effect. **(NC6)**

To improve my mastery of art and design techniques, including sculpture with a range of materials

Join clay adequately and work reasonably independently.

Construct a simple clay base for extending and modelling other shapes.

Make a simple papier-mâché object.

Plan, design and make models

<b>Year 4</b>	<b>DRAWING</b> Crime and Punishment	<p><b>Masterpiece:</b> Drawing of a courtroom in the style of Priscilla Coleman.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. Why sketch artists are so vital in courtrooms.</li> <li>2. What techniques Priscilla Coleman uses in her artwork.</li> <li>3. How the base media that you draw on impacts on the finished piece of artwork.</li> <li>4. What the relationship is between line and tone.</li> <li>5. How pastels/chalk/charcoal be used to create different effects.</li> </ol>	<p>Develop ideas from starting points throughout the curriculum. <b>(NC5)</b></p> <p>Explore ideas in a variety of ways. <b>(NC5)</b></p> <p>Use a variety of techniques to create interesting effects. <b>(NC6)</b></p> <p><b><u>To create sketch books to record my observations and use them to review and revisit ideas.</u></b></p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>
	<b>PRINTING</b> Roman Rule	<p><b>Masterpiece:</b> Large scale Roman print inspired by mosaic.</p> <p><i>Individual pieces completed by groups and then put together to make one large piece.</i></p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. What a mosaic is and what it consists of.</li> <li>2. How to define tessellation, mosaic and montage.</li> <li>3. How tessellation and montage are in a roman mosaic.</li> <li>4. What printing technique is the most effective to achieve a bold mosaic type print.</li> <li>5. What the key steps to success are to create an effective print.</li> </ol>	<p>Comment on art work using visual language and use tessellation, mosaic and montage techniques. <b>(NC7)</b></p> <p><b>(NC6)</b></p> <p>Select and arrange materials for a striking effect. <b>(NC6)</b></p> <p>Describe the differences and similarities between the designs and materials used by different sculptors. <b>(NC7)</b></p> <p>Explore the work of sculptors. <b>(NC7)</b></p> <p><b><u>To learn about great artists, architects and designers in history.</u></b></p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and cold water paste.</p> <p>Experiments with paste resist.</p>

**Masterpiece:** Tudor Rose

**High Five:**

1. What the symbolism of the Tudor rose is.
2. Three different types of stitch.
3. Why a running stitch would be used.
4. The most effective tool for different materials.
5. How materials can be joined.

Develop ideas from starting points throughout the curriculum. (NC5)

Explore ideas in a variety of ways. (NC5)

Select and arrange materials for a striking effect. (NC6)

To create sketch books to record my observations and use them to review and revisit ideas.

Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used.

Match the tool to the material.

Develop skills in stitching, cutting and joining.

Experiment with a range of media e.g. overlapping, layering etc.

Combine skills more readily.

Choose collage or textiles as a means of extending work already achieved.

Refine and alter ideas and explain choices using an art vocabulary.

Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

<u>Year 5</u>	<u>DRAWING</u> Walls and Barricades	<p><b>Masterpiece:</b> create a piece of graffiti art in the style of Banksy.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. What is 'graffiti' and what it means.</li> <li>2. What the features of graffiti art are.</li> <li>3. What Banksy is famous for.</li> <li>4. What the visual properties of his work are.</li> <li>5. What the importance of colour is in graffiti art.</li> </ol>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. <b>(NC5)</b></p> <p>Use a choice of techniques to add interesting effects. <b>(NC6)</b></p> <p>Collect information, sketches and resources and present in a sketch book. <b>(NC5)</b></p> <p>Use qualities of materials to enhance ideas. <b>(NC6)</b></p> <p>Combine colours and tones to enhance a mood of a piece. <b>(NC6)</b></p> <p>Choose a style of drawing suitable for the work. <b>(NC6)</b></p> <p><b><u>To improve my mastery of art and design techniques, including drawing with a range of materials</u></b></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 sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>
	<u>3D Form</u> Mexico and the Mayans	<p><b>Masterpiece:</b> Mayan Mask (<i>mod-rock</i>)</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. Why Mayan masks were used.</li> <li>2. What different materials can be used to form a sculpture.</li> <li>3. What the similarities and differences are between plaster and clay.</li> <li>4. Which properties of clay are vital when creating a sculpture.</li> <li>5. How is slip used when creating sculptures.</li> </ol>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas. <b>(NC5)</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <b>(NC6)</b></p> <p>starting points throughout the curriculum. <b>(NC5)</b></p> <p><b><u>To improve my mastery of art and design techniques, including sculpture with a range of materials</u></b></p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay including, slabs, coils, slips, etc.</p> <p>Create sculpture and constructions with increasing independence.</p>

	<b>PAINTING</b> Wild Waters	<p><b>Masterpiece:</b> Monet replication of 'Water Lilies' piece.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. What impressionism is.</li> <li>2. What were the features of Monet's artwork were.</li> <li>3. How Monet created light and shadow in his artwork.</li> <li>4. How to identify two complementary colours.</li> <li>5. How to identify two contrasting colours.</li> </ol>	<p>Improve their mastery of techniques- painting and use of materials /media. <b>(NC6)</b></p> <p>About the greatest artists in history (Claude Monet). <b>(NC7)</b></p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas. <b>(NC5)</b></p> <p><u>To learn about great artists, architects and designers in history.</u></p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</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>Show an awareness of how paintings are created (composition).</p>
<b>Year 6</b>	<b>DRAWING</b> Disaster!	<p><b>Masterpiece:</b> Pompeii Figures inspired by William Kentridge.</p> <p><b>High Five:</b></p> <ol style="list-style-type: none"> <li>1. What type of artwork does William Kentridge produce and why is it so powerful.</li> <li>2. How he creates a story through his artwork.</li> <li>3. How dry and wet media creates different effects.</li> <li>4. What the properties of charcoal and pencil are.</li> <li>5. How you would decide when to use either charcoal or pencil.</li> </ol>	<p>Develop their mastery of art and design techniques including drawing, painting and sculpture with a range of materials– pencil, charcoal, paint and clay. <b>(NC6)</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas. <b>(NC5)</b></p> <p><u>To create sketch books to record my observations and use them to review and revisit ideas.</u></p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern ,texture, form, space, colour and shape</p>

	<b>Textiles/Collage</b> Greece Lightning	<p><b>Masterpiece:</b> Large-scale mixed media collage of an Ancient Greek character/artefact.</p> <p><u>High Five:</u></p> <ol style="list-style-type: none"> <li>1. Why Kurt Schwitters was an important artist.</li> <li>2. 3 famous collage artists.</li> <li>3. What is meant by 'mixed media'.</li> <li>4. What the potential uses of tissue paper are in a collage.</li> <li>5. What material/media can be used to build up layers of colour.</li> </ol>	<p>Show precision in techniques. <b>(NC6)</b></p> <p>Use a choice of techniques to add interesting effects. <b>(NC6)</b></p> <p>Build up layers of colours. <b>(NC6)</b></p> <p><b><u>To choose techniques and colour for effect</u></b></p>	<p>Awareness of the potential uses of material.</p> <p>Use different techniques, colours when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
	<b>PRINTING</b> Out of this World	<p><b>Masterpiece:</b> solar system scene using printing.</p> <p><u>High Five:</u></p> <ol style="list-style-type: none"> <li>1. Describe the effects of three different printing techniques.</li> <li>2. How to layer prints effectively.</li> <li>3. How the properties of paper or fabric alter the aesthetics of the finished artwork.</li> <li>4. How to create texture through printing.</li> <li>5. Which printing effect would be the most effective when creating an atmospheric landscape.</li> </ol>	<p>To use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight). <b>(NC6)</b></p> <p><b><u>To use a variety of techniques, including layering, to print</u></b></p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently</p>