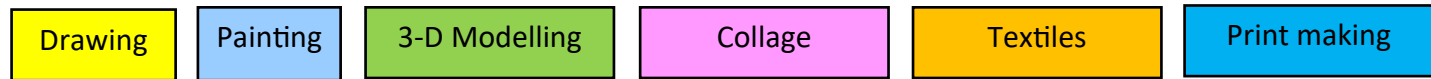


## Our Lady Star of the Sea Art and Design Schema

**This schema organises art and design knowledge/skills into meaningful topics/tasks. This schema includes the following:**

Breath of study– The topics. These topics hold the art and design skills and knowledge through which the children create and self express

The key art and design skills are:



Year 1	Year 2	Year 3
<p><b>Drawing</b> Exploring mark making. Using different pencil s B 2B 4B &amp; 6B. Finger drawing with paint. Responding to stories, descriptive drawing of Hairy McClary and the 3 little pigs. Drawing descriptive words, wavy, straight, jagged, wiggly etc. Drawing on different surfaces.</p>	<p><b>Drawing</b> Responding to words (descriptive vocabulary) Making marks in response to music, Listening to six genres and drawing in paint how this makes us feel. Drawing on different surfaces with different mediums, chalk, pencil, felts, crayons. Responding to the story of Plop, the owl who was afraid of the dark and observational drawing of toys.</p>	<p><b>Drawing</b> Artist Vincent van Gogh. Exploring shading and tone, which pencil to use for what purpose. Line work, linear, exploring line making. Hatching in different tones, light, mid and dark. Responding to the story of the Hippocrump first in pencil then in colour. Using imagination. Pattern work, can I continue the pattern in pattern and colour? Developing the pattern.</p>
<p><b>Collage</b> Talk about the work of the artist Richard Long -his working methods and approaches to circle making. Ask the children to investigate a range of ways of making circles by overlapping and sticking down found materials. During the activity, ask the children what they might change or develop in their current work. Patrick Heron and his use of lines and circles– hot and cold colours using collage boxes—Make crowns using this knowledge (cross over to history). Building a birds nest—design for warmth security, protection—can it hold an egg.</p>	<p><b>3D</b> Aboriginal art, learning about aborigines. Painting with corks, cotton buds in the style. Making and decorating a didgeridoo. Clay work, manipulating the clay with fingers and clay tools. Responding to and following instruction to the stories with clay to make sculptures of King Cuthbert, The Magic Garden and Matilda the Hen.</p>	<p><b>Collage</b> Artist of study, Paul Klee, Victor Varasley and Henri Matisse. The use of primary colours creating secondary colours. Recreating Paul Klee’s Highways and Byways using primary and secondary coloured papers. Black and white optical art in the style of Varasley, Ruler/measuring skills and scissors/cutting skills. Why Matisse went from painting to Collage, who can remember Matisse from year one? Create collage in his style.</p>
<p><b>3D</b> Looking at the artist Andy Goldsworthy. Shape and line. Outside art with leaves, stones and sticks. Natural vs Man made. Creating art with classroom objects, split by colour or shape. Clay work responding to stories, Henry the pebble and Nancy and Wilfred. Fine motor skills. Manipulating the clay. Making impressions in clay.</p>	<p><b>Textiles</b> Explaining what textiles mean, sewing, knitting, using fabric etc. Dip dyeing white cotton fabric squares with Brusho dye in the primary colours, what happens when the colours touch? Drawing on fabric, how is it different to paper? Rubbings on paper then on fabric, what is the difference? Printing on fabric, using fabric paints. Simple sewing on large binka with safety needles.</p>	<p><b>Printmaking</b> Responding to the story The Coach Trip in groups using rollers etc. to follow the adventure. Look at each others, can you retell the story from their prints? Printing over textured surfaces. What do we think the results will be, are they the results we predicted? Monoprinting on acetate , oil based printing ink with rollers, scratch away design and print. Animal skins and furs, recreate on clay and print. Fingerprint art.</p>
<p><b>Painting</b> Looking at artists Kandinsky, Matisse and Jasper Johns. Leaning how to hold and use a brush and artist’s rag. Shape and colour, emotions and colour, what we recognise as anger, calm, happy. Thick and thin brush work, control of the brush. Responding to the stories, Spots on the tummy, King Cuthbert’s birthday, The Princess and the Pea and Fred the Dragon. All brush control, following instructions.</p>	<p><b>Painting</b> Studying artists Kandinsky and Anthony Frost. Using colour for emotion, painting to music in the style of Kandinsky. Writing in paint, mastering the brush, how to hold it, using the tip for detail. Investigating paper to paint on, will any paper do? Responding to stories in paint, Wilberforce the Frog, on white paper and black, what is different about the colours? The Quangle Wangles Hat, choose and paint with watercolours.</p>	<p><b>Painting</b> Investigating colour and shades of colour, colour families, Hot and cold colours. Looking at paint charts, making our own, one colour adding white and black, name each shade. Lightening and darkening colours. Artists Van Gogh, Constable, Turner, Hambling and Lanyon, looking at their sky and sea scapes. Recreating in each of their styles. Which did they enjoy and why? Tonking and sgraffito techniques, using sea and sky as theme.</p>

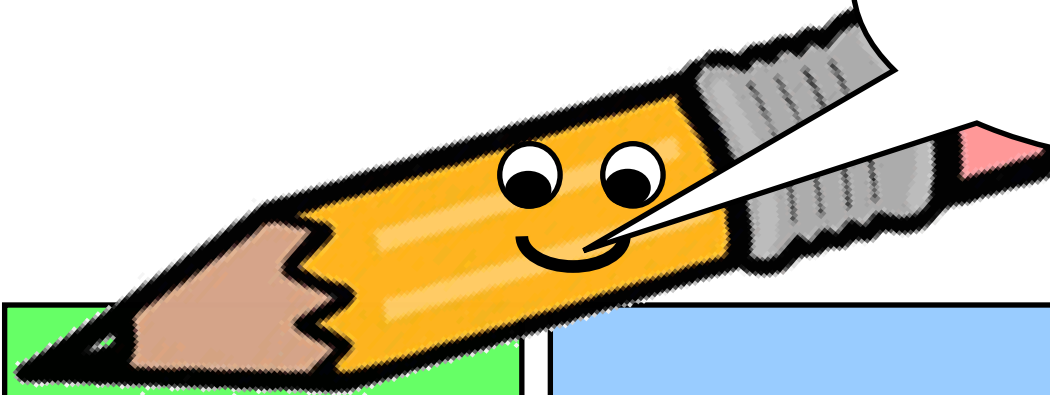
Year 4	Year 5	Year 6
<p><b>Drawing</b> Shading and tone, pencil work, linear, what pencil for what? Light and dark tones. Responding to the story The Hippocrump, What do we think he looks like? What are the clues? Observational drawing of natural forms, feathers cones, rocks etc. Artists John Brunson (landscapes, contour and shade) William Morris (patterns) Bridget Riley (optical art)</p>	<p><b>Drawing</b> . Creating Hundertwasser inspired buildings picture, adding an acetate layer then in marker pen drawing linear on top (layered imaging). Observational drawing Fruits and vegetables, looking for the markings and light. Drawing from imagination, what COULD be inside those fruits etc. Negative drawing, white on black and black on white. Using chalk and charcoal self portraits in the Auerbach style.</p>	<p><b>Drawing</b> Tone, light, mid and dark tones. Recognising when to use which pencil. Self portrait showing tone with a pop art style three colours to show tone. Portraits of staff and leaders. Observational drawing of fresh fruits and vegetables cut open. First in pencil then in pastel showing tone. Face off, half face matched as realistic as possible, other half in Picasso style. Artist Picasso.</p>
<p><b>Painting</b> Mastering the paint brush, how to hold, how to use successfully. To use a brush like a pencil, to draw in paint. Artists Georgia O'Keefe (watercolours how to use correctly) JMW Turner (Skies and seas with more than one colour) Painting on different surfaces are all surfaces good for painting? Writing as finely as possible on these painting surfaces using the tip of the brush. Understanding shading with paint and overpainting.</p>	<p><b>Printmaking</b> Artist Michael Rothenstien. Reduction Block Printing. Planning a suitable design, flowers, boats etc. Split into thirds. One third yellow, one red and one blue. Each week we carve the third into the press print foam Adding the next layer the following week until all three are added. This builds up the finished print.</p>	<p><b>Textiles</b> Painting fabric with Brusho fabric dye, watching colours merge to create new. Drawing on the dyed fabric with pen buildings and structures from architect Norman Foster. Sewing a simple purse adding a button, button hole and seams. Decorated with cross stitch. Using needles and thread creating a simple pattern. Cross stitch, making a Christmas design in cross stitch .</p>
<p><b>3D</b> Clay work, Coiled pot with lid. Using two colours of clay to create a small delicate pot, some will make a lid to fit. Paper sculptures (Quilling) to form a 3D image, using black and white card and paper, measuring and cutting skills. Glued into position. Brown gummed paper 3D shoe. Design, make, decorate, name and advertise shoe. Using old shoes to create a base before cutting them out to leave a shell.</p>	<p><b>3D</b> Artist Alberto Giacometti. Drawing of the human form, proportion. Create a statue in the style of Giacometti. Using wires, masking tape, mod roc plaster and clay to build up a human form. Decorated with metallic paint. This takes four weeks. Clay slab vases with a coloured inlay. If time, paper tissue bowls.</p>	<p><b>3D</b> Rainforest animal masks made from brown gummed paper. Using a balloon, tissue paper and gummed paper, with a partner cover twice. When dry cut in half add modifications and gum paper again. Paint white, then paint in chosen animal, realistically. Add fastening. Clay work, sculptures in human form in the style of artist Henry Moore. Reclining woman and woman and child sculptures.</p>
<p><b>Textiles</b> Dip dyeing white cotton fabric squares into primary coloured dyes. Printing on dyed fabric with fabric paints. Tie dye. Using a t-shirt, learning different tie-dye techniques. Dyed with primary coloured dyes in technique of choice. T-shirts then worn for P.E. at school. Looking at artist Michael Brennan-Wood. Embellishing fabric in his style including simple sewing stitches on Binka fabric.</p>	<p><b>Painting</b> Artists studied, Chris Ofili Derain and Matisse. Self portrait in Ofili style using paints close to his colours with added texture. Using an acetates layer paint over the portrait in his style. Fauvist painters Matisse and Derain, strong, bold, unrealistic colours. Abstract images. Mixing colours while painting straight onto the page. Black outlines. Wallpaper patterns , continue and change in pattern and colour.</p>	<p><b>Painting</b> Artists Patrick Heron, Patrick Caulfield, Picasso and Braque. Coastlines in the style of Heron, merging colour into each other on the paper. Abstract or realistic, birds eye view. Colour families, warm and cold, emotion, seasonal. Cubist painting items around the classroom, chairs etc. Bold colours, black outlines.</p>

**The schema creates continual opportunities for the key skills to be revisited (spaced learning). Different aspects of art and design are also covered within each topic and year group allowing for interleaving to occur. This aids long term memory as knowledge and concepts are interconnected and revisited throughout the child's journey through school.**

<b>Art and Design Skills :</b>	Produce creative work and exploring their ideas and recording experiences	Know about great artists, craft makers and designers-- understand historical and cultural development of the art form	Become proficient in drawing, painting, sculpture and other art and craft techniques	Evaluate and analyse creative works using the language of art, craft and design
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# EYFS

## Expressive arts and design



Building our understanding of art and design on solid foundations

**Exploring and using media and materials**



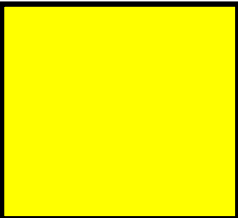
**Being Imaginative**



Children explore what happens when they mix colour

Children construct with a purpose in mind using a variety of resources

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art and design



Children experiment to create different textures

Children understand that different media can be combined to create different effects

Children create simple representations of events, people and objects

Chooses particular colours for a purpose

Use simple tools and techniques competently and appropriately

Children select appropriate resources and adapt work where necessary

Children select tools and techniques needed to shape, assemble and join materials they are using

Create alongside others engaging in the same theme

Work co-operatively during a creative task

<b><u>Drawing</u></b>	<b><u>Printing</u></b>	<b><u>3-D</u></b>	<b><u>Painting</u></b>
<p><b><u>Drawing</u></b> Exploring mark making. Using different pencils B 2B 4B &amp; 6B. Finger drawing with paint. Responding to stories, Descriptive drawing of Hairy McClary and the 3 little pigs. Drawing descriptive words, wavy, straight, jagged, wiggly etc. Drawing on different surfaces.</p>	<p><b><u>Printmaking</u></b> Learning and using the Primary colours. Using different objects to print with, cork, Sponge and paper, comparing markings. Negative printing, cutting shapes and printing in the space left. Clay printing, pressing object into the clay, paint over and print. Can we see the shapes? Collograph printing, making simple printing blocks, elastic, cardboard and matchsticks. Printing to see the marks made. Press print. First time using, press into the foam.</p>	<p><b><u>3D</u></b> Looking at the artist Andy Goldsworthy. Shape and line. Outside art with leaves, stones and sticks. Natural vs Man made. Creating art with classroom objects, split by colour or shape. Clay work responding to stories, Henry the Pebble and Nancy and Wilfred. Fine motor skills. Manipulating the clay. Making impressions in clay.</p>	<p><b><u>Painting</u></b> Looking at artists Kandinsky Matisse and Jasper Johns. Learning how to hold and use a brush and artist's rag. Shape and colour, emotions and colour, what we recognise as anger, calm, happy. Thick and thin brush work, control of the brush. Responding to the stories, Spots on the Tummy, King Cuthbert's Birthday, The Princess and the Pea and Fred the Dragon. All brush control, following instructions.</p>

Year 1	<b><u>Produce creative work and exploring their ideas and recording experiences</u></b>	<b><u>Know about great artists, craft makers and designers– understand historical and cultural development of the art form</u></b>	<b><u>Become proficient in drawing, painting, sculpture and other art and craft techniques</u></b>	<b><u>Evaluate and analyse creative works using the language of art, craft and design</u></b>
	<i>In response to first hand observations: real objects, pictures, artefacts and experiences</i>	<i>Describe what they think and feel about the work of a chosen artist, craft maker or designer</i>	<i>Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</i>	<i>Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</i>
	<i>Talk about their ideas and choices they have made : media and materials</i>	<i>Begin to talk about the style of a chosen artist, craft maker or designer</i>	<i>Begin to demonstrate control of given tools and materials to create a desired effect,</i>	<i>Talk about the features they like in their own work and in the work of others.</i>
	<i>Begin to work creatively: range of media on different scales</i>			<i>Talk about what they might change in their own work.</i>

Our Lady Star of the Sea Art and Design Year 2 overview of Key Skills *for further detail (lessons and tasks) see the schools Suffolk Scheme*

<u>Drawing</u>	<u>3-D</u>	<u>Textiles</u>	<u>Painting</u>
<b>Drawing</b> Responding to words (descriptive vocabulary) Making marks in response to music, Listening to six genres and drawing in paint how this makes us feel. Drawing on different surfaces with different mediums, chalk, pencil, felts, crayons. Responding to the story of Plop, The Owl who was Afraid of the Dark and observational drawing of toys.	<b>3D</b> Aboriginal art, learning about aborigines. Painting with corks, cotton buds in the style. Making and decorating a didgeridoo. Clay work, manipulating the clay with fingers and clay tools. Responding to and following instruction to the stories with clay to make sculptures of King Cuthbert, The Magic Garden and Matilda the Hen.	<b>Textiles</b> Explaining what textiles mean, sewing, knitting, using fabric etc. Dip dyeing white cotton fabric squares with Brusho dye in the primary colours, what happens when the colours touch? Drawing on fabric, how is it different to paper? Rubbings on paper the on fabric, what is the difference? Printing on fabric, using fabric paints. Simple sewing on large binka with safety needles.	<b>Painting</b> Studying artists Kandinsky and Anthony Frost. Using colour for emotion, painting music in the style of Kandinsky. Writing in paint, mastering the brush, how to hold it, using the tip for detail. Investigating paper to paint on, will any paper do? Responding to stories in paint, Wilberforce the Frog on white paper and black, what is different about the colours? The Quangle Wangles Hat, choose and paint with watercolours.

Year 2	<b><u>Produce creative work and exploring their ideas and recording experiences</u></b>	<b><u>Know about great artists, craft makers and designers– understand historical and cultural development of the art form</u></b>	<b><u>Become proficient in drawing, painting, sculpture and other art and craft techniques</u></b>	<b><u>Evaluate and analyse creative works using the language of art, craft and design</u></b>
	<i>Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</i>	<i>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</i>	<i>Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.</i>	<i>Talk about the techniques, materials and equipment used in their work and the work of others</i>
	<i>Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</i>	<i>Talk about the similarities and differences between different artists, craft makers or designers.</i>	<i>Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.</i>	<i>Describe what they like about their own work and the work of others using appropriate language</i>
	<i>Show confidence in working creatively e.g. with a range of media on different scales.</i>			<i>Adapt and make changes to their work and the tools they use as it develops.</i>
				<i>Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</i>

<b><u>Drawing</u></b>	<b><u>Collage</u></b>	<b><u>Printing</u></b>	<b><u>Painting</u></b>
<p><b><u>Drawing</u></b> Artist Vincent van Gogh. Exploring shading and tone, which pencil to use for what purpose. Line work, linear, exploring line making. Hatching in different tones, light, mid and dark. Responding to the story of the Hippocampus first in pencil then in colour. Using imagination. Pattern work, can I continue the pattern in pattern and colour? Developing the pattern.</p>	<p><b><u>Collage</u></b> Artist of study, Paul Klee, Victor Varasley and Henri Matisse. The use of primary colours creating secondary colours. Recreating Paul Klee's Highways and Byways using primary and secondary coloured papers. Black and white optical art in the style of Varasley, Ruler/measuring skills and scissors/cutting skills. Why Matisse went from painting to Collage, who can remember Matisse from year one? Create collage in his style.</p>	<p><b><u>Printmaking</u></b> Responding to the story The Coach Trip in groups using rollers etc. to follow the adventure. Look at each others, can you retell the story from their prints? Printing over textured surfaces. What do we think the results will be, are they the results we predicted? Monoprinting on acetate, oil based printing ink with rollers, scratch away design and print. Animal skins and furs, recreate on clay and print. Fingerprint art.</p>	<p><b><u>Painting</u></b> Investigating colour and shades of colour, colour families, Hot and cold colours. Looking at paint charts, making our own, one colour adding white and black, name each shade. Lightening and darkening colours. Artists Van Gogh, Constable, Turner, Hambling and Lanyon, looking at their sky and sea scapes. Recreating in each of their styles. Which did they enjoy and why? Tonking and sgraffito techniques, using sea and sky as theme.</p>

	<b><u>Produce creative work and exploring their ideas and recording experiences</u></b>	<b><u>Know about great artists, craft makers and designers– understand historical and cultural development of the art form</u></b>	<b><u>Become proficient in drawing, painting, sculpture and other art and craft techniques</u></b>	<b><u>Evaluate and analyse creative works using the language of art, craft and design</u></b>
Year 3	<i>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</i>	<i>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</i>	<i>Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.</i>	<i>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</i>
	<i>Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</i>			
	<i>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</i>	<i>Begin to understand the historical and/or cultural significance of a chosen artist / art form.</i>	<i>Demonstrate control of chosen tools and materials to create a desired effect.</i>	<i>Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</i>
	<i>Show confidence and independence when working creatively e.g. with a range of media on different scales.</i>			

Our Lady Star of the Sea Art and Design Year 4 overview of Key Skills *for further detail (lessons and tasks) see the schools Suffolk*

<b><u>Drawing</u></b>	<b><u>Painting</u></b>	<b><u>3-D</u></b>	<b><u>Textiles</u></b>
<p><b><u>Drawing</u></b> Shading and tone, pencil work, linear, what pencil for what? Light and dark tones. Responding to the story The Hippocrupm, What do we think he looks like? What are the clues? Observational drawing of natural forms, feathers cones, rocks etc. Artists John Brunsdon (landscapes, contour and shade) William Morris (patterns) Bridget Riley (optical art)</p>	<p><b><u>Painting</u></b> Mastering the paint brush, how to hold, how to use successfully. To use a brush like a pencil, to draw in paint. Artists Georgia O'Keefe (watercolours how to use correctly) JMW Turner (Skies and seas with more than one colour) Painting on different surfaces are all surfaces good for painting? Writing as finely as possible on these painting surfaces using the tip of the brush. Understanding shading with paint and overpainting.</p>	<p><b><u>3D</u></b> Clay work, Coiled pot with lid. Using two colours of clay to create a small delicate pot, some will make a lid to fit. Paper sculptures (Quilling) to form a 3D image, using black and white card and paper, measuring and cutting skills. Glued into position. Brown gummed paper 3D shoe. Design, make, decorate, name and advertise shoe. Using old shoes to create a base before cutting them out to leave a shell.</p>	<p><b><u>Textiles</u></b> Dip dyeing white cotton fabric squares into primary coloured dyes. Printing on dyed fabric with fabric paints. Tie dye. Using a t-shirt, learning different tie-dye techniques. Dyed with primary coloured dyes in technique of choice. T-shirts then worn for P.E. at school. Looking at artist Michael Brennan-Wood. Embellishing fabric in his style including simple sewing stitches on Binka fabric.</p>

Year 4	<p><b><u>Produce creative work and exploring their ideas and recording experiences</u></b></p>	<p><b><u>Know about great artists, craft makers and designers– understand historical and cultural development of the art form</u></b></p>	<p><b><u>Become proficient in drawing, painting, sculpture and other art and craft techniques</u></b></p>	<p><b><u>Evaluate and analyse creative works using the language of art, craft and design</u></b></p>
	<p><i>Investigate different starting points for their work, and choose which idea to develop further.</i></p>	<p><i>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</i></p>	<p><i>Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</i></p>	<p><i>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</i></p>
	<p><i>Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</i></p>			
	<p><i>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</i></p>	<p><i>Understand the historical and / or cultural significance of the work of a chosen artist / art form.</i></p>	<p><i>Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</i></p>	<p><i>Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</i></p>
<p><i>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</i></p>				

<b><u>Drawing</u></b>	<b><u>Print Making</u></b>	<b><u>3-D</u></b>	<b><u>Textiles</u></b>
<p><b><u>Drawing</u></b> . Creating Hundertwasser inspired buildings picture, adding an acetate layer then in marker pen drawing linear on top (layered imaging). Observational drawing Fruits and vegetables, looking for the markings and light. Drawing from imagination, what COULD be inside those fruits etc. Negative drawing, white on black and black on white. Using chalk and charcoal self portraits in the Auerbach style.</p>	<p><b><u>Printmaking</u></b> Artist Michael Rothenstien. Reduction Block Printing. Planning a suitable design, flowers, boats etc. Split into thirds. One third yellow, one red and one blue. Each week we carve the third into the press print foam Adding the next layer the following week until all three are added. This builds up the finished print.</p>	<p><b><u>3D</u></b> Artist Alberto Giacometti. Drawing of the human form, proportion. Create a statue in the style of Giacometti. Using wires, masking tape, mod roc plaster and clay to build up a human form. Decorated with metallic paint. This takes four weeks. Clay slab vases with a coloured inlay. If time, paper tissue bowls.</p>	<p><b><u>Painting</u></b> Artists studied, Chris Ofili Derain and Matisse. Self portrait in Ofili style using paints close to his colours with added texture. Using an acetates layer paint over the portrait in his style. Fauvist painters Matisse and Derain, strong, bold, unrealistic colours. Abstract images. Mixing colours while painting straight onto the page. Black outlines. Wallpaper patterns , continue and change in pattern and colour.</p>

Year 5	<b><u>Produce creative work and exploring their ideas and recording experiences</u></b>	<b><u>Know about great artists, craft makers and designers– understand historical and cultural development of the art form</u></b>	<b><u>Become proficient in drawing, painting, sculpture and other art and craft techniques</u></b>	<b><u>Evaluate and analyse creative works using the language of art, craft and design</u></b>
	<i>Investigate a range of starting points for their work, and choose which idea to develop further.</i>	<i>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</i>	<i>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</i>	<i>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</i>
	<i>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</i>			
	<i>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</i>	<i>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</i>	<i>Are confident when working with a wide range of tools and materials to create different effects. Graphic filter</i>	<i>Describe what they think and feel about their own and others' work and how this might influence their designs.</i>
	<i>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</i>			<i>Use sketch book /'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</i>



<u>Drawing</u>	<u>Textiles</u>	<u>3-D</u>	<u>Painting</u>
<p><b>Drawing</b> Tone, light, mid and dark tones. Recognising when to use which pencil. Self portrait showing tone with a pop art style three colours to show tone. Portraits of staff and leaders. Observational drawing of fresh fruits and vegetables cut open. First in pencil then in pastel showing tone. Face off, half face matched as realistic as possible, other half in Picasso style. Artist Picasso.</p>	<p><b>Textiles</b> Painting fabric with Brusho fabric dye, watching colours merge to create new. Drawing on the dyed fabric with pen buildings and structures from architect Norman Foster. Sewing a simple purse adding a button, button hole and seams. Decorated with cross stitch. Using needles and thread creating a simple pattern. Cross stitch, making a Christmas design in cross stitch .</p>	<p><b>3D</b> Rainforest animal masks made from brown gummed paper. Using a balloon, tissue paper and gummed paper, with a partner cover twice. When dry cut in half add modifications and gum paper again. Paint white, then paint in chosen animal, realistically. Add fastening. Clay work, sculptures in human form in the style of artist Henry Moore. Reclining woman and woman and child sculptures.</p>	<p><b>Painting</b> Artists Patrick Heron, Patrick Caulfield, Picasso and Braque. Coastlines in the style of Heron, merging colour into each other on the paper. Abstract or realistic, birds eye view. Colour families, warm and cold, emotion, seasonal. Cubist painting items around the classroom, chairs etc. Bold colours, black outlines.</p>

Year 6	<u>Produce creative work and exploring their ideas and recording experiences</u>	<u>Know about great artists, craft makers and designers– understand historical and cultural</u>	<u>Become proficient in drawing, painting, sculpture and other art and craft techniques</u>	<u>Evaluate and analyse creative works using the language of art, craft and design</u>
	<i>Independently investigate a range of starting points for their work, and confidently develop their ideas further.</i>	Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.	Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.	Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.
	<i>Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</i>			Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.
	<i>Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</i>	Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.	Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.	Annotations reflect their critical evaluations and development of ideas.
	<i>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</i>			Reflect on the ways in which their imaginative work has developed from a range of starting points.