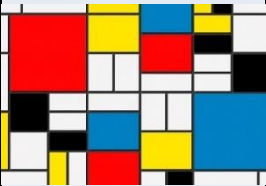











	Drawing	Painting	Sculpture/3D Form	Textiles	Collage	Printing
YR	<p><i>Piet Mondrian</i> Colours focus</p> 	<p><i>Jackson Pollock</i> Using tools to make coloured marks</p> 	<p>Sculpture <i>Antony Gormley</i> Manipulating clay</p> 	  <p><a href="#">How to Make a Cardboard Loom   Step by Step   Art for Kids</a></p>		<p><i>Kandinsky</i> Creating new colours</p> 
Key Focus/ steps to success	<p><b>Inspire and Evaluate</b> – look at <i>Piet Mondrian</i> and his work. What do you like about it? What don't you like about it? What tools do you think were used?</p> <p><b>Experiment</b> – Look at tools and practice using a ruler to draw straight lines.</p> <p><b>What marks can</b></p>	<p><b>Inspire and Evaluate</b> – look at <i>Jackson Pollock</i> and his work. What do you like about it? What don't you like about it?</p> <p><b>Experiment</b> – Look at tools and practice using them with paint.</p> <p><b>What marks can we make with the tools?</b> <i>Drip, splat, flick, roll, dab</i></p> <p><b>Design and Practice</b> – Talking about how they will create their own artwork. What tools will</p>	<p><b>Inspire</b> – look at <i>Antony Gormley</i></p> <p><b>Experiment</b> – Look at clay. How can we mould it? How can we manipulate it? What happens when we use different tools to sculpt, bend, mark make onto it? Can we create different textures on it? How do we join 2 bits of clay together?</p> <p><b>Design and Practice</b> – Talking about how</p>	<p><b>Inspire Look at video</b> – How clothes are made</p> <p><a href="#">How are Clothes Made?   Environmental Studies Class 2</a></p> <p>Discuss different types of fabric and look at some of these under magnifying glasses. What do you notice? How a picture of a simple loom and explain what it does.</p> <p><b>Experiment</b> How can we create our own weavings – demonstrate this using</p>		<p><b>Inspire</b> – look at <i>Kandinsky</i>. What do you like about it? What don't you like about it?</p> <p><b>Experiment</b> – Learning about primary and secondary colours and how we make them. Explain how we can use objects for printing and practice using different size potatoes and other vegetables that can</p>

	<p><b><i>we make with the tools?</i></b>  <i>Straight lines and lines that cross over.</i></p> <p><b>Design and Practice</b> – Talking about how they will create their own artwork. What tools will they use? What colours will they use? Have a go at drawing your art piece.</p> <p><b>Create</b> – Making their own art using lines and colours for the spaces – practice colouring in the lines and in one direction.</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>	<p>they use? What colours will they use? Have a go at designing/sketching your art piece.</p> <p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>	<p>they will create their own artwork. What tools will they use? What colours will they use?</p> <p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>	<p>a large version of a cardboard loom with string.</p> <p><b>Design and Practice</b> – Talking about how they will create their own artwork. What tools will they use? What colours will they use? Have a variety of wool, fabric and paper strips available</p> <p><b>Create</b> – Making their own art (do this in small groups on pre prepared cardboard/ string looms)</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>		<p>be cut into round pieces.</p> <p><b>Colour mixing</b></p> <p><b>Design and Practice</b> – Talking about how they will create their own artwork. What tools will they use to make the circles? What colours will they use?</p> <p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to hold a pencil using the tripod grip</li> <li>Recognise and name simple colours (red, orange, yellow,</li> </ul>	<p><a href="#">Who is Jackson Pollock?   Tate Kids</a></p> <ul style="list-style-type: none"> <li>Know Jackson Pollock was an American painter famous for messy paintings</li> </ul>	<p>Who is Antony Gormley?</p> <p>Know Antony Gormley is a British Sculptor</p> <ul style="list-style-type: none"> <li>Know one of Anthony Gormley's famous works is the Angel of the North</li> </ul>	<ul style="list-style-type: none"> <li>Know some words to describe materials (e.g. soft, hard, fluffy, stripy)</li> <li>Know clothes are made from material/fabric</li> <li>Name items of clothing they are</li> </ul>		<p>Who is Kandinsky?</p> <ul style="list-style-type: none"> <li>Know how to hold a paint brush using the tripod grip</li> <li>Know paint needs to be left to dry before you paint on top of it so that colours do not run.</li> </ul>

	green, blue, purple, pink etc)	<ul style="list-style-type: none"> <li>• Know Jackson Pollock used a painting style called action painting</li> <li>• Know action painting means painting in a quick, messy manner</li> <li>• Know what tools can be used and what marks they may make</li> </ul> <p>Know how to hold equipment correctly and accurately</p> <p>Know and recognise simple colours</p> <p>Know that some colours will change colour if they mix together</p> <ul style="list-style-type: none"> <li>• Know how to hold a paint brush using the tripod grip</li> <li>• Know paint needs to be left to dry</li> <li>• Recognise and name simple colours (red, orange, yellow, green, blue, purple, pink etc)</li> <li>• Know colours can be lighter and darker</li> </ul>	<p>Sculpture located in the North of England</p> <ul style="list-style-type: none"> <li>• Know sculptures are a 3D art form</li> <li>• Know Sculptures need to strong base to build from</li> <li>• Know lasting joins are needed to produce lasting sculptures</li> <li>• Know sculptures can be made from a range of different materials (including natural, manmade and recycled)</li> </ul> <p>Know you can mould soft materials like clay, playdough and salt dough</p> <ul style="list-style-type: none"> <li>• know how to roll clay etc to make a sausage shape</li> <li>• Know how to join clay etc back together by pinching and squeezing it together</li> <li>• Know clay etc goes hard if left in the air to dry</li> </ul>	wearing (eg. t-shirt, trousers, jumper, dress, socks)		<ul style="list-style-type: none"> <li>• Recognise and name simple colours (red, orange, yellow, green, blue, purple, pink etc)</li> <li>-Know simple 2D shapes: circle, square, rectangle, triangle</li> <li>-Know rubbing on top of a surface creates a pattern</li> <li>-Know how to use pre-inked stamps</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Hold a pencil using correct tripod grip</li> <li>• Hold a pencil with correct</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a paint brush using correct tripod grip</li> <li>• Hold a paint brush with correct</li> </ul>	<ul style="list-style-type: none"> <li>• Show control handling clay etc</li> <li>• Roll clay etc between palms to</li> </ul>	<ul style="list-style-type: none"> <li>• Name some basic properties of materials (e.g. soft, hard, fluffy)</li> </ul>		<ul style="list-style-type: none"> <li>• Stamp carefully with minimal slipping</li> <li>• Create and describing</li> </ul>

	pressure to make a mark <ul style="list-style-type: none"> <li>Name colours</li> <li>Name different things you can draw with (e.g. pencil, crayon, chalk etc)</li> <li>Use a ruler to draw straight lines</li> </ul>	pressure to make a mark <ul style="list-style-type: none"> <li>Name colours</li> <li>Identify lighter and darker shades of a colour</li> <li>Clean painting equipment</li> </ul>	make a sausage shape <ul style="list-style-type: none"> <li>Pinch and squeeze to join clay etc back together</li> </ul>	<ul style="list-style-type: none"> <li>Decorate materials to make them look different</li> <li>Create a simple weaving</li> </ul>		patterns using colours and simple shapes <ul style="list-style-type: none"> <li>Make rubbings</li> <li>Use pre-inked stamps and paint to stamp</li> <li>Clean stamping equipment</li> </ul>
	<b>ELG</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used</li> </ul>					
<b>Vocabulary</b>	Red, orange, yellow, green, blue, purple, pink, mark, draw, colour, colours, lines, patterns, dark, light, mix, thick, thin, shapes, primary	Red, orange, yellow, green, blue, purple, pink, mark, draw, colour, colours, lines, patterns, dark, light, mix, thick, thin, shapes, shades	Clay, smooth, sculpture, 3D	Weave, fabric, clothing, material, loom	cutting, rolling, pinching, squeezing, pushing, pulling, texture, patterns, joining	Circle, square, rectangle, triangle, cube, cylinder, build, stack, stick, shapes, construct, print
<b>Assessment</b>						




	Drawing	Painting	Sculpture/ 3D form	Textiles	Collage	Printing
Y1	<p>Paul Cezanne Tone and shading</p> 		<p>Sebastien Boyesen (local artist) – link to Wichelstowe local walk – tree and bridge</p> 		<p>Andy Goldsworthy – natural materials (linked with Autumnal change Term 2)</p> 	<p>Christmas cards</p> 
Key Focus/ steps to success	<p><b>Inspire and Evaluate –</b> look at Paul Cezanne and his work. What do you like about it? What don't you like about it?</p> <p><b>Experiment –</b> Using oil pastilles, colour mixing, learning and practising tone and shade</p> <p><b>Design and Practice –</b> Talking about how they will create their own artwork – looking at a fruit bowl (bring in real fruit) and children to choose the fruit and perspective</p> <p><b>Create –</b> Making their own art</p> <p><b>Reflect –</b> How successful was their art? Did it go</p>		<p><b>Inspire and Evaluate –</b> look at Sebastian and his work. What do you like about it? What don't you like about it?</p> <p><b>Experiment –</b> Practising making sculptures out of clay. Creating a design for a new bridge onto a clay tile. Use Chris Gryder for inspiration too for the clay tiles.</p> <p><b>Design and Practice –</b> Talking about how they will create their own artwork – what will they create inspired by Sebastian? What sculpture will they make? What will</p>		<p><b>Inspire and Evaluate –</b> look at Andy Goldsworthy and his work. What do you like about it? What don't you like about it?</p> <p><b>Experiment –</b> Look at the natural materials outside. What colours can you see? What shapes can you see?</p> <p><b>Design and Practice –</b> Design their own collage and talk about how they will create their artwork. What tools will they use? What colours will they use? What shapes will they use? What is the big</p>	<p><b>Inspire and Evaluate</b> Look at a variety of pictures of relief printing. How do you think the images were created?</p> <p><b>Experiment –</b> Look at how creating indents in the foam does not allow so much paint to go in. Look at what happens when the painted foam is pressed to the paper.</p> <p><b>Design and Practice</b> Design their own Christmas card/ Consider keeping images very simple as this works best.</p>

	<p>well? Do they like it? Would they change anything if they did it again?</p>		<p>they make it out of? What designs will be on their art? <b>Create</b> – Making their own art <b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>		<p>picture? Why did they choose this design? How did Andy inspire you? <b>Create</b> – Making their own art outside with collected materials <b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>	<p><b>Create</b> – Make own Christmas card for selling at the school Christmas fair. <b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know Paul Cezanne was a French artist</li> <li>• Know Paul Cezanne was known for still life art often including apples</li> <li>• Know still life is painting or drawing of an arrangement of still objects (often fruit or flowers)</li> <li>• Know a graphite pencil can be mixed with coloured pencils to create a darker shade</li> </ul>		<ul style="list-style-type: none"> <li>• Know Sebastian is a Welsh sculptor and works throughout the UK</li> <li>• Know Sebastien creates 'integrated' artwork features within new developments as he feels it is important to celebrate art and design within urban environments</li> <li>• Know sculptures are a 3D art form</li> <li>• Know Sculptures need to strong base to build from</li> <li>• Know lasting joins are needed to produce lasting sculptures</li> <li>• Know sculptures can be made from a range of different materials</li> </ul>		<ul style="list-style-type: none"> <li>• Know 2D means flat and 3D means not flat.</li> <li>• Know how to make flat 2D materials into simple 3D objects (eg , bending, rolling a piece of paper)</li> <li>• Know materials can be joined in different ways (eg. glue, tape)</li> <li>• Know some simple man made and natural materials.</li> <li>• Know Andy Goldsworthy is a British sculptor who used natural materials to create his art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we print from a flat surface pressing on another.</li> <li>• Know that carving into a flat surface will create a space where the ink/ paint cannot go which leaves a white area on the page (relief)</li> </ul>

			(including natural, man made and recycled)			
<b>Skills</b>	observe, line, size, thick, thin, pattern, texture, mix, shade, still life		<ul style="list-style-type: none"> <li>• Create art using malleable materials, such as clay, modroc and modelling clay.</li> <li>• Create sculptures from observation</li> <li>• Show awareness of safety when using tools.</li> <li>• Use impressions or paint to add decoration to sculptures</li> <li>• Carve details into sculptures using tools.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore a variety of textures and describe how they look and feel.</li> <li>• Identify and describe natural and humanly-constructed patterns.</li> <li>• Explore texture, pattern and line through relief printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should <b>design, make and evaluate</b> their own relief printing block</li> <li>• Pupils should explore a range of printing materials (soft and hard like cork or sponge) and comment on the marks they make</li> <li>• Pupils should investigate and create repeating patterns in one colour</li> <li>• Pupils should begin to print without smudging</li> <li>• Pupils should create simple printing block from different materials (e.g. foam, card, vegetables)</li> </ul>
	<ul style="list-style-type: none"> <li>• Express thoughts and feelings about famous works of art.</li> <li>• Explore 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 own work.</li> <li>• Explain likes and dislikes of own artwork by commenting on the techniques used.</li> <li>• Identify the changes that could be made to improve own artwork.</li> </ul>					



<b>Vocabulary</b>	Three dimensional, natural materials, folding, bending, cutting, sticking, collage, pattern, shape, colour, size	observe, line, size, thick, thin, pattern, texture, mix, shade, still life	joining, shaping, moulding, construct, manipulate, smooth, size, scale, form, space, material, natural, man-made, recycled,		Three dimensional, natural materials, folding, bending, cutting, sticking, collage, pattern, shape, colour, size	Printing, relief, foam, block, repeat
<b>Assessment</b>						




	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture/3D Form</b>	<b>Textiles</b>	<b>Collage</b>	<b>Printing</b>
<b>Y2</b>	<b>Term 5</b> Sparks and Flames -	<b>Term 4</b> Henri Rousseau 	<b>Term 6</b> Chris Ryniak – clay monsters <a href="#">How to Make a Chris Ryniak-Style Creature out of Polymer Clay #2</a> 		<b>Term 1</b> Giuseppe Arcimboldo 	
<b>Key Focus/ steps to success</b>	<b>Inspire and Evaluate – Experiment Design and Practice Create Reflect</b>	<b>Inspire and Evaluate –</b> look at Henri Rousseau and his work. What do you like about it? What don't you like about it? What type of paint has been used here (oil) <b>Experiment –</b> Learning about patterns, cutting out different shapes and placing cut outs together. <b>Design and Practice –</b> Talking about how they will create their	<b>Inspire and Evaluate –</b> look at Chris Ryniak's work. What do you like about it? What don't you like about it? How has the clay been moulded into shape? How are parts added and what is important about this? <b>Experiment –</b> What will happen if additional bits of clay are added? What happens to the		<b>Inspire and Evaluate –</b> look at Giuseppe Arcimboldo and his work. What do you like about it? What don't you like about it? <b>Experiment –</b> Learning about how using pieces of paper or material from a variety of places can be brought together to make one picture.	



		<p>own artwork – what will they draw a picture of inspired by Henri Rousseau</p> <p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>	<p>cracks? What about thin/ small parts?</p> <p><b>Design and Practice</b> – Talking about how they will create their own clay sculpture – draw a picture of this first</p> <p><b>Create</b> – Making their own clay monster</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>		<p><b>Design and Practice</b></p> <p>– Talking about how they will create their own artwork – what will they draw a picture of inspired by Giuseppe Arcimboldo</p> <p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>	
<b>Knowledge</b>		<p>–Know that shades of paint can be mixed by adding white or black to make them lighter or darker.</p> <p>–Know that it is better to paint part of a painting that are not touching to avoid colour run/ mixing</p> <p>–Identify and name poster paint and powder paint</p> <p>–Know colours have different lighter and darker shades</p>	<ul style="list-style-type: none"> <li>• Know Chris Ryniak is an American sculpture</li> <li>• Know Chris Ryniak draws, sculpts and paints bizarre critters that are exhibited in galleries and museums throughout the world</li> <li>• Know rolling, pinching, squeezing, pushing and pulling can be used to form a solid shape from a clay ball</li> </ul>		<ul style="list-style-type: none"> <li>• Know Arcimboldo was an Italian artist famous for his collages.</li> <li>• Know the main events of Arcimboldo's life and why he started to create collages.</li> <li>• Know Arcimboldo based most of his patterns on nature – fruit, flowers and vegetables</li> <li>• Know how to choose complimentary colours</li> <li>• Know how to place and layer cut outs to</li> </ul>	

			<ul style="list-style-type: none"> <li>• Know a clay can be joined by pinching it together with a clay slip</li> <li>• Identify strong and weak clay joins</li> </ul>		create depth	
<b>Skills</b>	.	<ul style="list-style-type: none"> <li>• Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• Pupils should <b>design, make and evaluate</b> their own paintings</li> <li>• Pupils should compare their finished paintings to Rousseau's and describe similarities and differences</li> <li>• Pupils should use a variety of tools with paint to make thick and thin marks (brush, sponge, finger)</li> <li>• Use different techniques to apply paint</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• Pupils should <b>design, make and evaluate</b> their own clay creature inspired by Chris Ryniak</li> <li>• Pupils should compare their finished to and describe similarities and differences</li> <li>• Pupils should manipulate and mould clay by rolling, pinching, squeezing, pushing, pulling, scratching and cutting using theirs</li> </ul>		<ul style="list-style-type: none"> <li>• Explore a variety of textures and describe how they look and feel.</li> <li>• Identify and describe natural and humanly-constructed patterns..</li> <li>• Explore line and tone to show shape, pattern and texture when using different media. Show an understanding of how colours relate to mood in art.</li> </ul>	

		(splatter, sponge, stroke) <ul style="list-style-type: none"> <li>• P3 Pupils should use poster paint and begin to mix powder paint independently</li> <li>• Pupils should identify primary and secondary colours and begin to link to objects (eg sunshine yellow, raspberry pink)</li> <li>• Pupils should mix white and black to different colours to create different shades.</li> </ul>	hands, fingers and tools <ul style="list-style-type: none"> <li>• Pupils should begin to select and safely use appropriate tools to make cuts and marks</li> <li>• Pupils should begin to join pieces of clay together by squeezing and pinching with a clay slip</li> <li>• Pupils should add simple impress decoration using lines and dots to add texture and pattern for a finished final design</li> </ul>			
	<ul style="list-style-type: none"> <li>• Express thoughts and feelings about famous works of art.</li> <li>• Explore 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 own work.</li> <li>• Describe the emotions a piece of art brings about.</li> <li>• Explain likes and dislikes of own artwork by commenting on the techniques used.</li> <li>• Identify the changes that could be made to improve own artwork.</li> </ul>					
<b>Vocabulary</b>	observe, colour, shade, thickness, texture, position, size, shape, self-portrait		Material, stitch, sewing, needle, thread, properties, colour, texture, pattern, shape	roll, squeeze, pinch, carve, smooth, shape, form, model, carve, clay slip, join	Paper, layer, contrast, collage, complimentary, contrast	
<b>Assessment</b>						

	Drawing	Painting	Sculpture/ 3D Form	Textiles	Collage	Printing
Y3	<p>Colour, shades, paintbrush strokes <i>Van Gogh</i></p> 		<p><b>Sculpture</b> Bronze age pottery (link to term 3/4)</p> 	<p><i>Isabella Whitworth</i> Tie dye, natural tie dye – link to science (plants)</p> 		
Key Focus/ steps to success	<p><b>Inspire and Evaluate –</b> look at Van Gogh and his work. What do you like about it? What don't you like about it? What medium was used for <i>Starry Night</i>? (oil paint) <b>Experiment –</b> Lots of smaller lines can be used to make swirls of different shades and tones. Gentle smudging can be used (oil/ chalk pastels) to create a swirled effect. <b>Design and Practice –</b> Talking about how they will create their own artwork – creating a backdrop for the Christmas Nativity using inspiration from Van Gogh 'Starry Night'</p>		<p><b>Inspire and Evaluate –</b> look at Bronze Age pottery.. What do you like about it? What don't you like about it? <b>Experiment –</b> Manipulating clay, different techniques of clay (e.g. pinching, squeezing, rolling), moulding into a pot and thinking about challenges they may overcome <b>Design and Practice –</b> Talking about how they will create their own artwork – what shape will their pot be, what design will be on their pot?</p>	<p><b>Inspire and Evaluate –</b> look at Isabella Whitworth and her work. What do you like about it? What don't you like about it? <b>Experiment –</b> Learning about different types of tie dye and how it works. (Plant dye, sun dry), practising different stitch work (use knowledge from Y2 DT) <b>Design and Practice –</b> Talking about how they will create their own artwork – what design will their Christmas decoration be? What shape? What dye technique</p>		

	<p><b>Create</b> – Making their own art</p> <p><b>Evaluate</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>		<p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>	<p>will they use? What stitching will they use to make their design?</p> <p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know Vincent Van Gogh is one of the world's most famous painters</li> <li>• Know Vincent Van Gough painted over 30 portraits of himself</li> <li>• Name some of Vincent Van Gogh's most famous paintings such as Sunflowers, Starry Night or The Bedroom</li> <li>• Know different drawing tools produce lines of different textures and thicknesses</li> <li>• Know pencils/ oil/ chalk pastels can be blended/ smudged together to create new colours, tones and shades</li> </ul>		<ul style="list-style-type: none"> <li>• Know pottery is a useful way of finding out about the past</li> <li>• Know the beaker people were named after the drinking beaker they used during the Bronze Age</li> <li>• Know a pinch pot is a simple hand-made way of creating a pot</li> <li>• Know using cross hatching and a slip creates a longer lasting clay join</li> </ul>	<ul style="list-style-type: none"> <li>• Using natural dyes is entirely different from wax resist or synthetic dyes</li> <li>• Results are not always predictable and one stage of work can demand a change of design direction because it has failed to turn out as planned</li> <li>• Plant dyes work by extracting pigments from various parts of plants (roots, leaves, flowers, bark, etc.) and using them to colour textiles</li> <li>• Solar dyeing involves exposing dye and fabric in a jar to sunlight, allowing the sun's UV rays to help fix the dye to the material</li> </ul>		



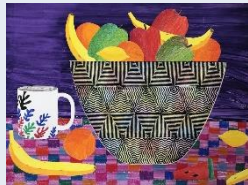

				<ul style="list-style-type: none"><li>• Isabella started working with synthetic dyes over 30 years ago, but has since developed a strong interest in using and studying natural dyes.</li><li>• She researches the dye trade and its history, has published her findings and contributed to major conservation projects</li><li>• Isabella trained as a graphic designer and illustrator. Drawing has always been a key element of her design work, which is often based on nature.</li></ul> <p>Know tie-dying is a technique used to colour fabric by tying/knotting bits of the material to resist the dye.</p> <ul style="list-style-type: none"><li>-Know how to create lines, circles and triangles using tie-dye</li><li>-Know how to create simple one colour tie dye fabrics</li><li>-Know how to select embellishments to enhance the final product</li></ul>		
--	--	--	--	---	--	--

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• Pupils should <b>design, make and evaluate</b> their own self-portrait</li> <li>• Pupils should compare their finished work to Vincent Van Gogh's and describe similarities and differences</li> <li>• Pupils should extend the drawing media they draw with (eg. charcoal, chalk, pastels) and draw lines of different sizes and thicknesses</li> <li>• Pupils should begin to mix coloured pencils/pastels etc to match colour and shades from observations</li> <li>• Pupils should show pattern and textures using different marks and pressure</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Show a good understanding of safety when handling sculpting tools.</li> <li>• Use pinch, slab and coil techniques when creating sculptures out of clay.</li> <li>• Finish sculptures in different ways, such as glazing, polishing and painting.</li> <li>• Create sculptures from observation and imagination.</li> <li>• Apply slip to neatly join different parts of a clay sculpture.</li> <li>• Use tools effectively to carve sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should research artists and comment on their work focusing on how it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own</li> <li>• Pupils should <b>design, make and evaluate</b> their own tie-dyed fabrics square</li> <li>• Pupils should compare their finished product to their design and describe similarities and differences</li> <li>• Use a sketchbook to record initial ideas and designs to revisit</li> <li>• Pupils can confidently discuss and sort materials based on their properties (including man-made, recycled and natural).</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
---------------	---	---	---	---	---	---



				<p>Pupils can look at existing products to inspire their own designs.</p> <ul style="list-style-type: none"><li>• Pupils should confidently plait three lengths.</li><li>• Pupils can confidently handle scissors, needles etc with care and accuracy</li><li>• Pupils can use a range of joining techniques (sewing, gluing, tying) Pupils can begin to use more than one stitch (eg running, back and overcast) to join materials</li><li>• Pupils can consider colour when designing fabrics. Pupils can decorate fabric with a single colour and patterned tie-dye .</li><li>• Pupils can select embellishment for effect and to enhance their product and add them using a needle and thread.</li></ul>		
--	--	--	--	--	--	--

	<ul style="list-style-type: none"> <li>• Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.</li> <li>• Use sketch books to explore new ideas and practise techniques.</li> <li>• Use sketch books to collect ideas to be used in future artwork.</li> <li>• Comment on their own artwork and that of others, giving reasons to support their views.</li> </ul>					
<b>Vocabulary</b>	observe, line, size, thick, thin, pattern, texture, mix, shade, still life	Embellishment, sew, join, needle, thread, aesthetics, tie-dye, resist, plait natural, manmade, recycled	Cutting, marking, joining, shaping, moulding, crosshatch, clay slip, texture, carve	Embellishment, sew, join, needle, thread, aesthetics, tie-dye, resist, plait natural, man-made, recycled		
<b>Assessment</b>	observe, colour, shade, thickness, texture, position, size, shape					

	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture/ 3D Form</b>	<b>Textiles</b>	<b>Collage</b>	<b>Printing</b>
<b>Y4</b>	<p>David McEown Landscapes – Links to science and geography. Scale and proportion</p> 		<p>Tim Nobel and Sue Webster Junk sculptures – art with a message</p>  <p><a href="#">Tim Noble and Sue Webster – Art Works for Change</a></p>			<p>Karen Lederer</p>  <p>Based on the book Tar Beach by Faith Rengold – English Link</p> 

						
<b>Key Focus/ steps to success</b>	<p><b>Inspire and Evaluate</b> – look at David McKeown and his work. What do you like about it? What don't you like about it?</p> <p><b>Experiment</b> – Practice simple drawings using vanishing points and discuss how this helps us with perspective. Useful videos:  <a href="#">How to Draw One-Point Perspective - Easy Art Lesson for Kids</a>  <a href="#">One - Point Perspective - 5th grade</a>  <a href="#">One - Point Perspective- 4th grade</a></p> <p><b>Design and Practice</b> – Talking about how they will create their own artwork – what scene will they draw (school grounds)? What key features are there?</p> <p><b>Create</b> – Making their own art</p>		<p><b>Inspire and Evaluate</b> – look at Tim Noble and Sue Webster and their work. What do you like about it? What don't you like about it? What message do you think the art work is giving?</p> <p><b>Experiment</b> – discuss what types of waste could be used to make a sculpture/ 3d exhibit and what message it could give. Work in pairs</p> <p><b>Design and Practice</b> – Talking about how they will create their own artwork – work in pairs</p> <p><b>Create</b> – Making their own art. Take photos for sketch books.</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>			<p><b>Inspire and Evaluate</b> – look at Karen Lederer and her work. What do you like about it? What don't you like about it?</p> <p><b>Experiment</b> – Show how to create a string printing block to use as a repeating pattern.</p> <p><b>Design and Practice</b> – Talking about how they will create their own artwork – using cardboard and string and paint for printing. Will the print for part of a bigger picture?</p> <p><b>Create</b> – Making their own art</p> <p><b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>

	<b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?					
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• David is a Canadian artist and has dedicated the past three decades to captivating Earth's pristine wilderness through the medium of watercolour.</li> <li>• His paintings, spanning from the icy landscapes of Antarctica to the remote reaches of the North Pole, grace collections worldwide.</li> </ul> <p>Understand what a vanishing point is and how these can be used to create perspective in drawings.</p>		<ul style="list-style-type: none"> <li>• Know Tim Noble and Sue Webster are contemporary British artists</li> <li>• Know Tim Noble and Sue Webster's use art to inspire humans to take action against waste</li> <li>• Know Khalil Chistee is a Pakistani sculptor who uses discarded plastic bags to create art</li> <li>• Know art can be used to give a message</li> <li>• Know sculptures can be made from a range of different materials</li> <li>• Know hollowing 3D shapes reduces drying time and weight</li> </ul>			<ul style="list-style-type: none"> <li>• Know that relief printing is pressed from a flat surface with raised pattern parts.</li> <li>• Know that relief printing is often used to create repetitive patterns but can be used to create more detailed pictures.</li> <li>• Understand that this type of art is called callograph printing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use different grades of pencil to apply tone to drawings.</li> <li>• Use different sketching techniques, such as</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils should research artists and comment on their work expressing their</li> </ul>	•		<ul style="list-style-type: none"> <li>• Pupils should learn about great artists, architects and designers in history and</li> </ul>

	<p>hatching, cross-hatching, stippling, blending and scribbling.</p> <ul style="list-style-type: none"> <li>• With purpose, make marks and lines using a range of wet media including watercolours, acrylic paint and ink.</li> <li>• Produce detailed drawings from observations and photographs</li> <li>• Demonstrate awareness of the direction of light in drawings through shading.</li> <li>• Use a focus point and the horizon to demonstrate perspective.</li> <li>• Display an awareness of objects having three dimensions when drawing.</li> <li>• Show a good understanding of composition, proportion and scale.</li> <li>• Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing.</li> </ul>		<p>likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• Pupils should design, make and evaluate their own</li> <li>• Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>• Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Pupils should consider different materials used to make sculptures</li> </ul>			<p>appraise their work. Pupils should be inspired by their work to create their own</p> <ul style="list-style-type: none"> <li>• Pupils should <b>design, make and evaluate</b> their own art piece in the style of</li> <li>• Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>• Pupils should use sketchbooks to record their observations and show the design, make and evaluate process.</li> <li>• Pupils should demonstrate a range of print making techniques (eg relief, intaglio, stencil)</li> <li>• Pupils should create their own patterns and organise them in different ways</li> </ul>
--	--	--	---	--	--	---

	<ul style="list-style-type: none"> <li>• Mix colours to create tints, tones and shades.</li> <li>• Mix colours to show the direction of light in their artwork.</li> </ul>		<p>(including natural, man-made and recycled) and create small prototypes before the final piece</p> <ul style="list-style-type: none"> <li>• Pupils should have an increasing awareness in environmental sculpture and found object art. Pupils should work as a group to create a large sculpture</li> <li>• S3 Pupils should Work in a safe, organised way, caring for equipment. Pupils should secure work to continue at a later date</li> <li>• Pupils should understand and begin to confidently use different ways of joining materials and considering their effectiveness</li> <li>• Pupils should understand how sculptures change over time. Pupils should develop an understanding of different ways of</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils should print with multiple different colours (4+) using different techniques</li> <li>• Pupils should create their own callograph printing blocks. Pupils should create and use stencils.</li> <li>• Pupils should print with a number of colours relating to atmosphere and mood using layering.</li> </ul>
--	--	--	---	--	--	--

			finishing work (e.g. paint glaze, polish)			
	<ul style="list-style-type: none"> <li>Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.</li> <li>Use sketch books to explore new ideas and practise techniques.</li> <li>Use sketch books to collect ideas to be used in future artwork.</li> <li>Comment on their own artwork and that of others, giving reasons to support their views.</li> </ul>					
<b>Vocabulary</b>	Perspective, vanishing point, pencil grade, shade, cross hatch, shadow		joining, shaping, moulding, construct, manipulate, smooth, size, scale, form, space, material, natural, man- made, recycled, message			Callograph, printing, relief, pattern, repeat, layer, block
<b>Assessment</b>						

	Drawing	Painting	Sculpture/ 3D form	Textiles	Collage	Printing
<b>Y5</b>		<i>Peter Thorpe</i> Link to science 		<i>Modern Fashion Designers – range</i> 	<i>Emily Schofield</i> Big Boat Collage Link to History 	






				<p>Contrast to Make do and mend</p> 		
<p><b>Key Focus/ steps to success</b></p>		<p><b>Inspire and Evaluate –</b> look at Peter Thorpe and his work. What do you like about it? What don't you like about it?</p> <p><b>Experiment –</b> Learning about how colours, how they evoke emotions, complimentary and contrasting colours.</p> <p><b>Design and Practice –</b> Talking about how they will create their own artwork – what will they draw a picture of inspired by Peter Thorpe?</p> <p><b>Create –</b> Making their own art</p> <p><b>Reflect –</b> How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>		<p><b>Inspire and Evaluate –</b> look at some of the work of modern fashion designers and compare with the 'Make do and Mend' attitude/ approach to clothing. What do you like about it? What don't you like about it?</p> <p><b>Experiment –</b> Learning about how colours, how they evoke emotions, complimentary and contrasting colours. Experiment with different types of stitches to join two pieces of material together. Experiment with different types of stitch.</p> <p><b>Design and Practice</b> Design their own</p>	<p><b>Inspire and Evaluate –</b> look at some of the work of Emily Schofield and discuss how she uses a variety of materials and colours to layer pieces of paper and material to create a picture.</p> <p><b>Experiment –</b> tearing cutting and layering to make imperfect shapes that form images</p> <p><b>Design and Practice</b> Use the style of Emily Schofield's work with pictures of boats. Look at the image of a Viking long boat and design a collage.</p> <p><b>Create –</b> Making their own art</p> <p><b>Reflect –</b> How successful was their art? Did it go well? Do they like it? Would they</p>	

				binka book mark demonstrating a variety of stitches. <b>Create</b> – Making their own art <b>Reflect</b> – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?	change anything if they did it again?	
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>• Know what colours evoke different emotions</li> <li>• Know and use primary, secondary, warm, cold, contrasting and complimentary colours in their own work</li> <li>• Know and use artistic vocabulary including: foreground, midground, background</li> </ul>		<ul style="list-style-type: none"> <li>• Know and describe some modern fashion designers from around the world</li> <li>• Know how to create a wide range of stitches (including a cross stitch)</li> <li>• Know how to meet a brief to fulfil the wants and needs of a design</li> <li>• Explain their choices of materials and tools to create a design</li> </ul>	<ul style="list-style-type: none"> <li>• Know that collage/ art doesn't have to be made of perfect shapes and lines.</li> <li>• Know that different types of materials can be combined in the same image for effect.</li> <li>• Know that layering paper can help the artist to create a desired image or shape.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understand which colours are primary, secondary and tertiary and create secondary and</li> </ul>		Pupils should learn about great artists, architects and designers in history and appraise their	<ul style="list-style-type: none"> <li>• Pupils should research artists and comment on their work expressing their likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

		<p>tertiary colours by mixing.</p> <ul style="list-style-type: none"> <li>• Mix colours to create tints, tones and shades.</li> <li>• Choose colours carefully to create mood.</li> <li>• Show purpose and control when mark making with different types of paint, such as acrylic and watercolour.</li> </ul>		<p>work. Pupils should be inspired by their work to create their own</p> <ul style="list-style-type: none"> <li>• Pupils should <b>design, make and evaluate</b> their own binka cross stitch bookmark</li> <li>• Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>• Pupils should use sketchbooks to record their observations and show the design, make and evaluate process.</li> <li>• Pupils can select and use different threads and needles with purpose building on previous knowledge</li> <li>• Pupils can recognise different forms of textiles and</li> </ul>	<p>through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• Pupils should design, make and evaluate their own</li> <li>• Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>• Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Use previous knowledge and research of existing ideas to inspire your own ideas</li> </ul>	
--	--	--	--	---	---	--

				<p>express opinions on them</p> <ul style="list-style-type: none"> <li>• Pupils can work in a safe organised way and use tools safely. Pupils can confidently secure their work to continue at a later date.</li> <li>• Pupils can effectively join different materials with purpose</li> <li>• Pupils can consider colour to create aesthetic designs Pupils can use designs from sketch books create a finished product to meet a brief</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can select different materials with purpose considering texture and colour . Pupils can carefully Tear or cut for a desired finish. Pupils can cut or tear multiple shapes at the same time. Pupils can begin to represent images using collage</li> <li>• Pupils can select colours to create a mood or feeling for the collage and say why. Pupils can sort materials based on specific qualities to create a desired effect Pupils can carefully tear or cut for a desired finish and aesthetic. Pupils can select and use paste or adhesive to place cut or torn shapes to create a new piece of art</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.</li> <li>• Use sketch books to explore new ideas and practise techniques.</li> <li>• Use sketch books to collect ideas to be used in future artwork.</li> <li>• Comment on their own artwork and that of others, giving reasons to support their views.</li> <li>• Compare artwork and art techniques using appropriate terminology.</li> <li>• Make adaptations to their artwork when necessary and give reasons for any changes.</li> </ul>					

<b>Vocabulary</b>		shape, tone, colour, shading, hatching, shadow, hardness, perspective, dimension, vanishing point, vanishing lines, horizon, composition, scale, proportion		Cross stitch, running stitch, join, fashion, design, create	Rip, tear, layer, collage	
<b>Assessment</b>						

	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture/ 3D form</b>	<b>Textiles</b>	<b>Collage</b>	<b>Printing</b>
<b>Y6</b>	<p>Salvador Dali</p> 		<p>Mayans Wire and papier mache</p> 			<p>Pablo Picasso – Lino Printing</p> 

<b>Key Focus/ steps to success</b>	<p><b>Inspire and Evaluate –</b> look at a variety of surrealist art work by Dali and other artists. What do you like about them? What don't you like about them?</p> <p><b>Experiment –</b> What type of objects would look strange together? How could they be connected e.g. holding, hanging, on top of.</p> <p><b>Design and Practice –</b> Talking about how they will create their own artwork. Practice using pencils for tone and shading and for creating shadow.</p> <p><b>Create –</b> Making their own art</p> <p><b>Reflect –</b> How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>		<p><b>Inspire and Evaluate –</b> look at Mayan masks. What do you like about them? What don't you like about them?</p> <p><b>Experiment –</b> Using wire and mod rock/ paper mache</p> <p><b>Design and Practice –</b> Talking about how they will create their own artwork. What tools will they use? What patterns will be on their clay tile?</p> <p><b>Create –</b> Making their own art</p> <p><b>Reflect –</b> How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>			<p><b>Inspire and Evaluate –</b> look at Pablo Picasso and his work. What do you like about it? What don't you like about it?</p> <p><b>Experiment –</b> Revise the printing techniques we have used previously. Explain the Pablo Picasso's work was produced using lino printing. Demonstrate how this is done and watch youtube video <a href="#">Printmaking with Daniel   Linocut for Beginners Crash Course</a></p> <p><b>Design and Practice –</b> Talking about how they will create their own artwork – what picture will they draw? Have they kept this simple?</p> <p><b>Create –</b> Making their own art</p> <p><b>Reflect –</b> How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know Salvador Dali was a Spanish</li> </ul>		<ul style="list-style-type: none"> <li>Masks played a central role in Maya culture. They were made for a variety</li> </ul>			<ul style="list-style-type: none"> <li>Know how to cut lino safely</li> </ul>

	<p>painter who was known for being a bit eccentric and unusual</p> <ul style="list-style-type: none"> <li>• Know Salvador Dali was famous for his surrealist art such as the melting clock 'The Persistence of Memory'</li> <li>• Select the correct pencil to add shade and tone</li> <li>• Use tone to develop colour in 3D drawings</li> <li>• Know the proportions of the human body</li> <li>• Know perspective drawing creates a 3<sup>rd</sup> dimension using perspective and shadows</li> <li>• Know the best drawing media to create different results</li> </ul>		<p>of occasions and purposes</p> <ul style="list-style-type: none"> <li>• The importance of the masks dictated how intricate the designs were. The most sacred Mayan masks featured complex and delicate mosaics made out of jade.</li> <li>• Know how to safely use wire to bend it into shapes</li> <li>• Know how to use mod roc and paper mache to cover your wire sculpture</li> </ul>			<p>-Understand that a simple design works best.</p> <p>-Know relief printing is when the pressed in parts of a printing block do not show up</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by</li> </ul>		<ul style="list-style-type: none"> <li>• Show a good understanding of safety when handling sculpting tools.</li> <li>• Use malleable and rigid materials to create sculptures.</li> </ul>			<ul style="list-style-type: none"> <li>• Be able to cut and print using lino and the associated tools</li> <li>• Use lino print to create a pattern or a picture</li> </ul>



	<p>their work to create their own</p> <ul style="list-style-type: none"> <li>• Pupils should <b>design, make and evaluate</b> their own art piece in the style of surrealism</li> <li>• Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>• Pupils should use sketchbooks to record their observations and show the design, make and evaluate process.</li> <li>• Pupils should develop their own style of drawing using mixed media and work in a sustained and independent way to develop their own style of drawing.</li> <li>• Pupils should work in a sustained and independent way to create a detailed drawing</li> </ul>		<ul style="list-style-type: none"> <li>• Plan and create sculptures using wire.</li> <li>• Finish sculptures in different ways, such as glazing, polishing and painting.</li> <li>• Create sculptures from observation and imagination.</li> <li>• Pupils should <b>design, make and evaluate</b> their own art piece in the style of</li> <li>• Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>• Pupils should use sketchbooks to record their observations and show the design, make and evaluate process.</li> <li>• Pupils should</li> </ul>			<ul style="list-style-type: none"> <li>• Create prints with two/three overlays.</li> <li>• Pupils should <b>design, make and evaluate</b> their own art piece in the style of</li> <li>• Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>• Pupils should use sketchbooks to record their observations and show the design, make and evaluate process.</li> <li>• Pupils should demonstrate a range of print making techniques (e.g. relief, intaglio, stencil)</li> <li>• Pupils should create their own printed or pictures.</li> <li>• Pupils should create their own callograph printing blocks.</li> </ul>
--	---	--	--	--	--	---

	<p>across a number of sessions</p> <ul style="list-style-type: none"> <li>• Pupils explained why they have chosen specific drawing techniques</li> <li>• Pupils should create their own art with consideration for line, tone, shape and colour</li> <li>• Pupils should draw perspective drawings using a horizon, single vanishing point and vanishing lines.</li> <li>• Pupils should develop an awareness of composition, scale and proportion in their drawings.</li> <li>• Pupils should develop an awareness of foreground and background in their drawings</li> </ul>					<p>Pupils should create and use stencils.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.</li> <li>• Use sketch books to explore new ideas and practise techniques.</li> <li>• Use sketch books to collect ideas to be used in future artwork.</li> <li>• Comment on their own artwork and that of others, giving reasons to support their views.</li> <li>• Compare artwork and art techniques using appropriate terminology.</li> </ul>					

	• Make adaptations to their artwork when necessary and give reasons for any changes.					
Vocabulary	Line, tone, colour, shade, shape, silhouette, surrealism, horizon, vanishing point, vanishing lines, foreground, back ground		cutting, rolling, pinching, squeezing, pushing, pulling, texture, patterns, joining			Lino, cutting, relief, printing, pattern
Assessment						