

St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Nursery

Creativity is encouraged daily in Early Years during continuous provision and directed activities. 'In the moment' planning is practised and therefore, all creative urges are seized by practitioners to encourage and develop creativity and teach specific further skills in all areas of Art and Design.					
EYFS Statements	Expressive Arts and Design: <ul style="list-style-type: none"> • Experiments with blocks colours and marks. • Explores colours and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested and describe the texture of things. • Uses various construction materials. • Captures experiences and responses with paint and other creative materials. 				
Drawing (Continuous)	Make marks in a variety of contexts and environments. Make expressive marks, lines and curves spontaneously. Use lines, shape and colour to represent objects seen, remembered or imagined. Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, pens.				
Media	Collage	Painting	Textiles	Printing	Sculpture
Key Learning	<ul style="list-style-type: none"> • Handle different materials • Select and sort materials into given criteria/qualities e.g warm/cold/shiny/smooth. 	<ul style="list-style-type: none"> • Explore making marks in a variety of contexts and environments. • Use a range of materials to spread paint in addition to brushes e.g straws, matchsticks. • Experiment and enjoy mixing colours. 	<ul style="list-style-type: none"> • Handle and manipulate materials such as threads, wool, raffa, grass. • Become aware of colour, texture and shape. • Sort, discuss and pull apart cloths and threads. 	<ul style="list-style-type: none"> • Experiment printing with hands, feet or any found materials. • Use one colour of paint or ink to create patterns: random or organised. 	<ul style="list-style-type: none"> • Handle, feel and manipulate rigid and malleable materials. • Pull apart and reconstruct basic shapes.
Exploring Developing Evaluating (Continuous)	To have their own ideas for art work. Will engage in Transient Art during continuous provision. Say what they think and feel about their own work. Review what they and others have done and say what they think and feel about it.			To identify and use their favourite colour. To identify things they like in their surroundings. Say what they like about their own work. Say what they like about their own work, another child's work and the work of artists and crafts makers.	

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Long Term Plan for Art and Design

Reception

Creativity is encouraged daily in Early Years during continuous provision and directed activities. 'In the moment' planning is practised and therefore, all creative urges are seized by practitioners to encourage and develop creativity and teach specific further skills in all areas of Art and Design.					
EYFS Statements	Expressive Arts and Design: <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Can represent their own ideas through design, technology and art. 				
Drawing (Continuous)	<p>Make marks in a variety of contexts and environments. Make expressive marks, lines and curves spontaneously. Use lines, shape and colour to represent objects seen, remembered or imagined. Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, pens.</p>				
Media	Collage	Painting	Textiles	Printing	Sculpture
Key Learning	<ul style="list-style-type: none"> • Select and sort materials into given criteria/qualities e.g warm/cold/shiny/smooth. • Engage in a range of more complex activities e.g cutting, sewing and threading with a range of materials. • Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazines etc. 	<ul style="list-style-type: none"> • Use a range of materials to spread paint in addition to brushes e.g straws, matchsticks. • Experiment and enjoy mixing colours. • Work on different scales. • Mix secondary colours and shades using different types of paint. 	<ul style="list-style-type: none"> • Handle and manipulate materials such as threads, wool, raffa, grass. • Become aware of colour, texture and shape. • Sort, discuss and pull apart cloths and threads. • Use a variety of techniques e. g weaving, finger knitting, sewing, fabric crayons etc. 	<ul style="list-style-type: none"> • Experiment printing with found materials • Extend repeating patterns , overlapping two contrasting colours. • Make marks with a variety of objects including natural and made objects. 	<ul style="list-style-type: none"> • Handle, feel and manipulate rigid and malleable materials. • Become more aware of the form, feel, texture and pattern of objects. • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.

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<p>Exploring Developing Evaluating (Continuous)</p>	<p>To have their own ideas for art work.</p> <p>Will engage in Transient Art during continuous provision.</p> <p>Say what they think and feel about their own work.</p> <p>Review what they and others have done and say what they think and feel about in sketchbooks.</p>	<p>To identify things they like in their surroundings.</p> <p>Say what they like about their own work.</p> <p>Say what they like about their own work, another child's work and the work of artists and crafts makers.</p> <p>Make/discuss a simple plan/design about how to create a piece of art work.</p>
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St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Years 1 and Year 2

2021-2022					
	Autumn		Spring		Summer
Drawing (Continuous)	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying
Media	Printing		Painting		Sculpture
Artist	Pablo Picasso		Paul Klee		Barbara Hepworth
Key Question	Can you draw an animal with just one line?		How do you take a line for a walk?		What shape are the hills?
Key Learning	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono –printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. <u>Colour</u> Experiment with overprinting motifs and colour. <u>Texture</u> Make rubbings to collect textures and patterns.		<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties <u>Colour</u> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <u>Texture</u> Create textured paint by adding sand, plaster.		<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile.

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National Curriculum Objectives	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>

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Long Term Plan for Art and Design Years 1 and Year 2

2022-2023					
	Autumn		Spring		Summer
Drawing (Continuous)	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying
Media	Collage		Painting		Textiles
Artist	Wassily Kandinsky		Vincent Van Gogh		Moira West
Key Question	How do colours feel?		How would Vincent paint flowers?		How can colours be hot and cold?
Key Learning	<ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour, texture. Fold, crumple, tear and overlap papers. Work on different scales. <u>Colour</u> Collect, sort, name match colours appropriate for an image. <u>Shape</u> Create and arrange shapes appropriately. <u>Texture</u> Create, select and use textured paper for an image.	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <u>Texture</u> Create textured paint by adding sand, plaster.	<ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. <u>Colour</u> Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs.		

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National Curriculum Objectives	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>

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Long Term Plan for Art and Design Years 3 and Year 4

2021-2022					
	Autumn		Spring		Summer
Drawing (Continuous)	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.	<u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
Media	Printing		Sculpture		Painting
Artist	Orla Kiely		Giacometti/Gormley		Roger Hampson
Key Question	Why is Orla Kiely known as the Queen of Prints?		How can you sculpt a shadow?		How did Roger Hampson see Tyldesley?
Key Learning	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays. 	<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use papier mache to create a simple 3D object. 	<ul style="list-style-type: none"> • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.		

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National Curriculum Objectives	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>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>	<p>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> <p>Annotate work in journal.</p>	

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Long Term Plan for Art and Design Years 3 and Year 4

2022-2023					
	Autumn		Spring		Summer
Drawing (Continuous)	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.	<u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
Media	Collage		Painting		Textiles
Artist	Henri Matisse		LS Lowry		Isobel Moore
Key Question	How can you paint with scissors?		What can you see in Lowry's paintings?		What are the colours of the Mediterranean?
Key Learning	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.	<ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist. 		

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National Curriculum Objectives	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>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>		<p>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> <p>Annotate work in journal.</p>

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Long Term Plan for Art and Design Years 5 and Year 6

2021-2022			
	Autumn	Spring	Summer
Drawing (Continuous)	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p>	<p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>
Media	Painting	Sculpture	Printing
Artist	Claude Monet	Henry Moore	Andy Warhol
Key Question	Why did Monet paint outside?	How was Henry Moore influenced by nature?	Who made Art pop?
Key Learning	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p><u>Colour</u> Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.</p>	<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media. 	<ul style="list-style-type: none"> Create printing blocks by simplifying an initial journal idea Use relief or impressed method Create prints with three overlays <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>

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National Curriculum Objectives	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>

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Long Term Plan for Art and Design Years 5 and Year 6

2022-2023			
	Autumn	Spring	Summer
Drawing (Continuous)	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>
Media	Collage	Painting	Textiles
Artist	Clare Youngs	Henri Rousseau	Viking Purse
Key Question	How can you collage an animal?	What are the colours of the rainforest?	How would a Viking carry their money?
Key Learning	<ul style="list-style-type: none"> Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas. 	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<ul style="list-style-type: none"> Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

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National Curriculum Requirements	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>

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