



Early Years Foundation Stage			Nursery (3-4 years old)		Reception	
<p><b>EYFS Development Matters and ELG's:</b></p> <p><b>Creating with Materials:</b></p> <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> <li>-Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>-Sing a range of well-known nursery rhymes and songs.</li> <li>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing.               <ul style="list-style-type: none"> <li>- Use the tripod grip in almost all cases.</li> </ul> </li> <li>-Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>-Begin to show accuracy and care when drawing.</li> </ul>			<ul style="list-style-type: none"> <li>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>-Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>-Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>-Develop their own ideas and then decide which materials to use to express them.</li> <li>-Join different materials and explore different textures.</li> <li>-Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Use drawing to represent ideas like movement or loud noises.</li> <li>-Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>-Explore colour and colour-mixing.</li> <li>-Listen with increased attention to sounds.</li> <li>-Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Remember and sing entire songs.</li> <li>-Sing the pitch of a tone sung by another person ('pitch match').</li> <li>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>-Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express feelings and ideas.</li> </ul>		<ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Develop storylines in their pretend play.</li> </ul> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	DT	<p><b>Drawing- Spiral Skills:</b></p> <ul style="list-style-type: none"> <li>-Use whole body to create movement and create large scale spiral drawings</li> <li>-Draw on different surfaces from observations.</li> <li>-Develop fine motor skills and create small scale spiral drawings, with precision.</li> </ul>	DT	<p><b>Painting- Printing Skills:</b></p> <ul style="list-style-type: none"> <li>-Children to use their bodies to create prints</li> <li>-Explore simple prints using found materials, such as</li> <li>-Explore the environment and take rubbings</li> <li>-Cut own shapes and create own prints</li> </ul>	DT	<p><b>Sculpture- 3D Creativity Medals Skills:</b></p> <ul style="list-style-type: none"> <li>-Know when things are made in 3 dimensions, they are called sculptures</li> <li>-Use imagination to generate creativity and exploration</li> <li>-Reflect upon finished result, describe what they like/could improve on next time</li> </ul>

- Draw a continuous line for a prolonged period of time
- Make marks with different tools (pencil, writing pen, chalk, paint)
- Identify primary and secondary colours.
- Make decisions about their own art work (choosing colours) and expressing why.
- Discuss likes/dislikes.
- Introduction to sketch books.
- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk.
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with the range of media.
- Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light and dark.

Artist:  
**Key Artist: Molly Haslund**

**Key vocabulary:**

- Spiral
- Line
- Pattern

**Tools:**

- Chalk
- Handwriting pens
- Pastels
- Crayons
- Felt tips
- Pencils

**Links:**

- Maths: Exploring shapes and symmetry
- PSHE: Peer discussion, collaboration, discusses likes/dislikes

- Make a repeated pattern, using print
- Use sketchbook to collect my prints and try new ideas
- Use rollers to create a print
- Experiment with paint media using a range of tools e.g. different brush sizes, hands, feet, rollers and pads etc.
- Explore different techniques such as lightning and darkening paint with and without using black or white.
- Begin to control the types of marks made.
- Paint on different surfaces with a range of media.
- Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.

Artist:  
**Key Artist: Andy Warhol**  
William Morris, Paul Klee

**Key vocabulary:**

- Rubbing
- Texture
- Print
- Repeated pattern

**Tools:**

- Ready mixed paint
- Collected natural resources to print (shells, leaves, twigs)
- Printing foam
- Crayons
- Printed rolling pins
- Playdough cutters (different shapes)

**Links:**

- Science: Seasonal change.
- Forest school: Exploring outdoors.
- PSHE: peer discussion

- Manipulate materials to create own sculpture 'creativity medals'
- To bend, fold, cut and fasten materials by exploration
- Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.
- Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Impress and apply simple decoration techniques, including painting.
- Use tools and equipment safely and in the correct way.

Artist:  
**Key Artist: Michelle Reader**  
Faith Bebbington

**Key vocabulary:**

artists who made the "Interactive Cloud"

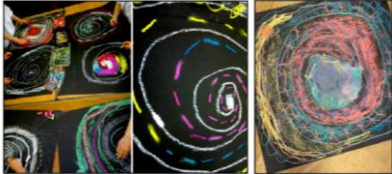


- Sculpture
- Sculptor
- Shape
- Invent
- Recycle


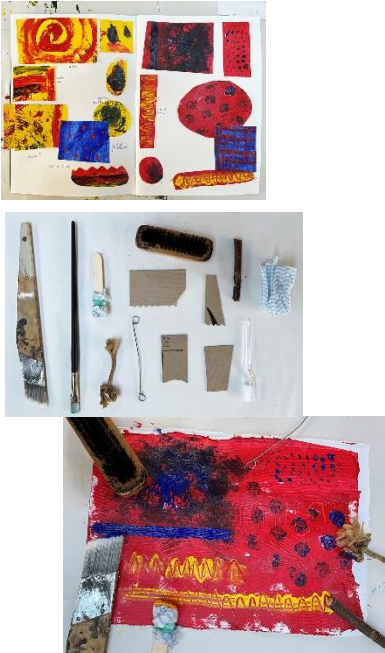

**Tools:**

- Coloured paper/card
- Junk modelling materials (cereal boxes, cardboard, felt cut offs, bottle tops, pom poms, ribbons)
- Glue, scissors
- Tape

**Links:**

- Geography: Eco-Warriors link, caring for the environment
- Science: Uses language to support understanding of properties and manipulation of materials.
- PSHE: Collaboration, responsibility to the planet.

		<p>Examples:</p> 		<p>Examples:</p> 		<p>Examples:</p> 
Year 2	DT	<p><b>Drawing- Explore and Draw</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Observe materials in the environment and collect materials that inspire children to create their own artwork</li> <li>-Understand that materials found can be used to draw from, using close observational looking</li> <li>-Take creative risks, through trial and error</li> <li>-Explore composition by arranging things that have been collected</li> <li>-Create work at different scales (small in sketchbook, large using outdoor materials)</li> <li>-Continue to investigate tone (light and dark) using a pencil using a variety of drawing techniques (e.g. hatching, scribbling, stippling)</li> <li>-Draw lines/marks from observations.</li> <li>-Demonstrate control over types of marks using a range of media (pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk)</li> <li>-Understand tone through the use of different grades of pencils (HB, 2H, 4B)</li> </ul> <p><b>Artist:</b></p> <p><b>Key Artist: Alice Fox</b> Rosie James</p> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Observation</li> <li>-Trial and error</li> <li>-Precision</li> <li>-Composition</li> <li>-Scales</li> </ul>	<p><b>Painting- Emotive</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Explore different painting techniques: action painting, flicking, splatter.</li> <li>-Share opinions to the work of other artists</li> <li>-Use sketchbooks to explore different marks/brush strokes inspired by artists</li> <li>-Recognise primary colours and experiment with colour mixing</li> <li>-Use tools to manipulate paintwork (fountain pens, cocktail sticks, toothbrush, paperclip)</li> <li>-Be imaginative and select colours that are linked to feelings and why.</li> <li>-Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media and adding textures etc.</li> <li>-Use different techniques such as lightning and darkening paint with and without using black or white and build confidence in mixing shades and tones.</li> <li>-Understand the colour wheel and colour spectrums and be able to mix all secondary colours using primary colours.</li> <li>-Use a suitable brush to produce marks appropriate to work e.g. small brush for small marks.</li> </ul> <p><b>Artist:</b></p> <p><b>Key Artist: Winston Branch</b> Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</p>	DT	<p><b>Sculpture-Stick Man</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Use a familiar object and use imagination to think about what it might become</li> <li>-Use a sketchbook to generate and test ideas</li> <li>-Continue to develop construction techniques, such as cutting, tying and sticking</li> <li>-Use a variety of materials to transform an object, including form and colour</li> <li>-Cut materials with simple tools and fasten together to construct a 3D sculpture</li> <li>-Use equipment and media with increasing confidence.</li> <li>-Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</li> <li>-Explore carving as a form of 3D art</li> </ul> <p><b>Artist:</b></p> <p><b>Key Artist: Susanna Bauer</b> Chris Kenny</p> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>-Sticks</li> <li>-Different soft materials (felt, wool, pom poms, foam)</li> <li>-Glue</li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>-Science: Animals including humans</li> <li>-<b>PSHE:</b> Collaboration, Peer Discussion, Ethnic Identity.</li> </ul>	DT

		<p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>-White wax crayons</li> <li>-Ready mixed paint</li> <li>-Paper</li> <li>-Charcoal</li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>-Geography: Exploring natural materials.</li> <li>-Science: Identifying natural materials and habitats.</li> <li>-PSHE: Peer discussion, Collaboration.</li> <li>-Forest school: Building Habitats.</li> </ul> <p><b>Examples:</b></p> 	<p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>-Ready mixed paint</li> <li>-Paper</li> <li>-Tools to manipulate paint (fountain pens, cocktail sticks, toothbrush, paperclip)</li> </ul> <p><b>Links:</b></p> <p>PSHE: Keeping myself safe, exploring emotions and regulating feelings safely.</p> <p><b>Examples:</b></p> 		<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Sculpture</li> <li>-Form</li> <li>-Structure</li> </ul> <p><b>Examples:</b></p> 	
Year 3	<p><b>Drawing: Charcoal Skills:</b></p> <ul style="list-style-type: none"> <li>-Explore how artists use charcoal in their work.</li> <li>-Discuss the marks produced, and how I feel about their work.</li> <li>- Experiment with various pencils when drawing from observation and imagination.</li> <li>-Continue developing skills in colour mixing.</li> <li>- Explore how a range of media can create colour and show increasing control over the marks made to create certain effects.</li> </ul>	DT	<p><b>Painting: Cloth, Thread, Paint Skills:</b></p> <ul style="list-style-type: none"> <li>-Experiment with mark making using alternative tools.</li> <li>-Explore painting over different surfaces.</li> <li>-Transfer drawn marks into thread on fabric.</li> <li>-Continue developing colour mixing skills to create a wash.</li> <li>-Explore how artists combine media and use them in unusual ways to create art.</li> <li>-Share opinions on work.</li> <li>-Use sketchbook effectively to make visual notes, test/explore colour and mark making.</li> <li>-Use thread/stitching techniques to create textural marks, which reflect desired landscape.</li> <li>-Mix a variety of colours and know which primary colours make secondary colours.</li> </ul>	DT	<p><b>Sculpture: Making Animated 3D Drawings Skills:</b></p> <ul style="list-style-type: none"> <li>-Name the tools and materials they have used</li> <li>-Experiment with a range of media e.g. overlapping, layering etc.</li> <li>-Talk about the work of other animators.</li> <li>-Use sketchbook to gather ideas and think about simple moving drawings.</li> <li>-Use observational skills to look and source materials to inspire own character and drawings.</li> <li>-Use imagination and inspiration from other artists, to think about how the character might move.</li> <li>-Create a background.</li> </ul>	DT



- Develop intricate patterns/marks with a variety of media.
- Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
- Begin to show some consideration in the choice of pencil grade chosen.

**Artist:**

**Key Artist: Picasso**

Heather Hansen, Laura McKendry, Edgar Degas, Chauvet Cave inspired art

**Key vocabulary:**

- Pigment
- Tint
- Shade
- Colour wheel
- Contrast

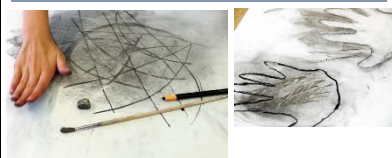
**Tools:**

- Sugar paper
- Charcoal
- White chalk (for contrasting)
- Hairspray (to set work)

**Links:**

- **Music & Drama:** Listen to music to influence marks and movement while children do the "Dancing with Charcoal".
- Humanities: Stone Age.

**Examples:**



- Work confidently on a range of scales.
- Use a range of brushes to demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickening paint creating textural effects etc.
- Mix colour, shades and tones with increasing

**Artist:**

**Key Artist: Alice Kettle**

Hannah Rae

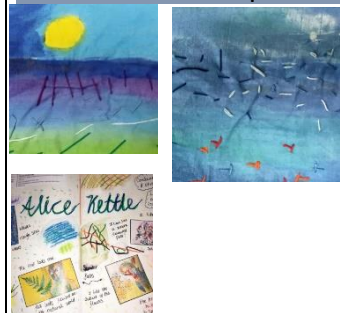
**Tools:**

- Pencils
- Fabric
- Paint
- Needles
- Thread

**Key vocabulary:**

- Stitch
- Mark Making
- Free Motion Embroidery
- Translucent

**Examples:**



- Share moving drawing to others.
- Reflect and articulate thoughts about own art work and others.
- Use equipment and media with confidence.
- Learn to secure work to continue at a later date.
- Join two parts successfully.

- Produce more intricate surface patterns/ textures and use them when appropriate.
- Continue to explore carving as a form of 3D art.
- Use language appropriate to skill and technique.

**Artist:**

**Key Artist: Lucinda Schreiber**


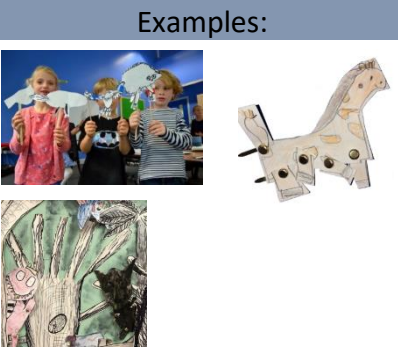
Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber

**Tools:**

- Paper
- Different materials
- Split pins
- Pencils
- Paint
- Colours
- Paper clips
- Kebab sticks
- Masking tape
- Paint

**Links:**

- English:** Bring characters from literature to life.
- History:** Industrial revolution figures.
- Science:** Animals, the human body, habitats, materials.
- Music & Drama:** Link to drama to collaborate and act out short narratives.

					<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Illustrator</li> <li>-Illustration</li> <li>-Animation</li> </ul> <p><b>Examples:</b></p> 	
<p><b>Year 4</b></p>	<p><b>Drawing: Storytelling through Drawing</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Use line, shape, colour and composition to develop evocative and characterful imagery.</li> <li>-Begin to understand that stories can be told through drawings.</li> <li>-Drawings that are sequenced help viewers to respond to the story.</li> <li>-Use a variety of materials to test ideas.</li> <li>-Create a finished piece which contains sequenced images to describe a narrative.</li> <li>-Draw for a sustained period of time at an appropriate level.</li> <li>-Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>-Have opportunities to develop further drawings featuring the third dimension and perspective.</li> </ul>	<p>DT</p>	<p><b>Painting: Exploring Still Life</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Explore contemporary and modern artists and share opinions within the still life genre.</li> <li>-Talk about the meanings of objects as artists present them.</li> <li>-Draw from observation and think about how to use line, colour, shape, texture, form and composition to make artwork interesting.</li> <li>-Explore composition, foreground, background, and negative space.</li> <li>- Use skills to create still life art in many media: drawing, painting, collage, relief.</li> <li>-Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickening paint creating textural effects etc.</li> <li>-Start to develop a painting from a drawing.</li> <li>-Begin to choose which media to work with.</li> <li>-Mix colour, shades and tones with increasing confidence.</li> </ul>	<p>DT</p>	<p>DT</p>	<p><b>Sculpture: Birds Nests</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Take creative risks and experiment with materials.</li> <li>-Develop a resilience for challenge through trial and error.</li> <li>-Construct a 3D sculpture, using a range of materials.</li> <li>-Use a range of drawing materials to make experimental drawings, based upon observations.</li> <li>-Use materials, tools and ideas to explore line, shape, form, balance and structure.</li> <li>-Begin to show an awareness of objects having a third dimension and perspective</li> <li>-Decorate, coil, and produce marquettes confidently when necessarily.</li> <li>-Use recycled, natural and man-made materials to create sculptures.</li> <li>-Adapt work as and when necessary and explain why.</li> <li>-Gain more confidence in carving as a form of 3D art.</li> <li>-Use language appropriate to skill and techniques</li> </ul>

-Further develop drawing a range of tones, lines using a pencil.  
-Begin to show awareness of representing texture through the choice of marks and lines made.

**Artist:**

**Key Artist: Shaun Tan**

Laura Carlin

**Tools:**

- Soft B pencils
- Handwriting pen
- Coloured pencils
- Oil/chalk pastels
- Charcoal, graphite, ink, paints
- Paper

**Links:**

**English:** Inspiration from class novel "The Great Chocoplot" innovate the story through art.

**History:** Create your own sequenced story inspired by an event in history (The Vikings.)

**PSHE:** Supports Collaboration, Peer Discussion.

**Key vocabulary:**

- Drawing
- Portrait
- Illustrator
- Illustrations
- Contrast
- Tones
- Shade

**Artist:**

**Key Artist: David Hockney**

Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato,  
**David Hockney**

**Tools:**

- Paper
- Paint
- Pencils
- Paint brushes

**Links:**

**-Humanities: Inspired still life art from rainforests.**

**-Science: (Living things)** Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).

**Key vocabulary:**

- Still life
- Space
- Shape
- Colour
- Tint
- Shadow
- Contemporary
- Modern
- Texture
- Form
- Composition
- Foreground/Background

**Examples:**

**Artist:**

**Key Artist: Marcus Coates**

**Tools:**

- A3 cartridge paper
- Soft B and hard H pencils
- Ink, graphite sticks, water soluble graphite
- Wax crayons
- Water colour
- Construction Materials

**Links:**



**-PSHE:** Supports Responsibility to the planet, Collaboration, Peer Discussion.

**Key vocabulary:**


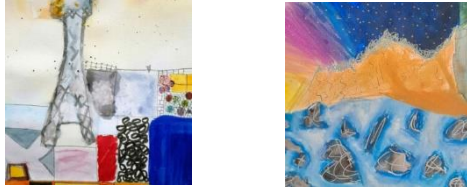

- Texture
- 3D
- Sculpture
- Sculptor

**Examples:**



	<p>Examples:</p> 					
Year 5	DT	<p><b>Drawing: Typography and Maps</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-To know when artists work with fonts and layout it is called: Typography</li> <li>- Create own typography and combine it with other visual elements to make artwork about chosen themes.</li> <li>-Use previously taught drawing skills for purpose. For example, tone, pencil pressure, pattern, line work, composition.</li> <li>-Begin to show awareness of representing texture through the choice of marks and lines made</li> <li>-Begin to develop an awareness of composition, scale and proportion in their drawings.</li> <li>-Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>-Share thoughts on another artists work.</li> <li>-Can explore creativity and produce own letters, using drawing, cutting, collage.</li> </ul> <p><b>Artist:</b></p> <p><b>Key Artist: Salima Hashmi</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	DT	<p><b>Painting: Mixed Media Land and City Scapes</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickening paint creating textural effects etc.</li> <li>-Mix and match colours to create atmosphere and light effects.</li> <li>-Mix colour, shades and tones with increasing confidence building on previous experience.</li> <li>-Start to develop their own style whilst using tonal contrast and mixed media.</li> <li>-Develop confidence in taking creative risks and reflect upon what worked and what to improve on next time.</li> <li>-Observe how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. -Share responses to their work.</li> </ul> <p><b>Artist:</b></p> <p><b>Key Artist: Vincent Van Gogh</b> Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p>	DT	<p><b>Sculpture: Set Design</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>-Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>-Gain experience in model ling over an armature: newspaper frame for modroc.</li> <li>-Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>-Show increasing confidence to carve a simple form.</li> <li>-Use language appropriate to skill and technique.</li> <li>-Use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.</li> </ul> <p><b>Artist:</b></p> <p><b>Key Artist: Tim Yip</b> Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p>



Year 6		<p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>-Soft B pencils</li> <li>-Handwriting pens</li> <li>-Cartridge paper, black sugar paper, assorted papers/cards</li> <li>-Old maps or newspapers</li> <li>-Assorted small objects and plants</li> <li>-PVA glue</li> <li>-Tape</li> <li>-Scissors</li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>-<b>Geography:</b> Trade links, digital mapping, ordinance survey maps, detailed sketching of maps.</li> <li>-<b>History:</b> Create maps inspired by ancient Egypt.</li> <li>-<b>PSHE:</b> Collaboration, Peer Discussion.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Typography</li> <li>-Fonts</li> <li>-Layout</li> <li>-Composition</li> <li>-Foreground/Background</li> </ul> <p><b>Examples:</b></p> 		<p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>-Paper</li> <li>-Graphite stick</li> <li>-Soft B pencil</li> <li>-Handwriting Pen</li> <li>-Pastels &amp; Chalk</li> <li>-String</li> <li>-Elastic bands</li> <li>-Glue</li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>-<b>Geography:</b> Link your landscapes to chosen topic: America.</li> <li>-<b>Science:</b> Earth and space.</li> <li>-<b>Eco Warriors:</b> Responsibility to the planet.</li> <li>-<b>PSHE:</b> Collaboration, Peer Discussion.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Colour blocking</li> <li>-Wax</li> <li>-Watercolour</li> <li>-Experimentation</li> <li>-Landscape</li> <li>-Washing</li> </ul> <p><b>Examples:</b></p> 		<p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>-Paper</li> <li>-Card</li> <li>-Construction Media</li> <li>-Mixed Media</li> <li>-Paint</li> <li>-Drawing Materials</li> <li>-Boxes</li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>-<b>English:</b> Create set designs inspired by book (The Boy at the Back of the Class)</li> <li>-<b>Music &amp; Drama:</b> Link to projects in Music and Drama.</li> <li>-<b>PSHE:</b> Collaboration, Peer Discussion.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Form</li> <li>-Structure</li> <li>-Materials</li> <li>-Balance</li> <li>-Scale</li> <li>-Interior</li> <li>-Exterior</li> <li>-Context</li> <li>-Location</li> </ul> <p><b>Examples:</b></p> 
	DT	<p><b>Drawing: 2D to 3D Graphic Designers and Food Packaging</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Work in a sustained and independent way to develop their own style of drawing.</li> <li>-This style may be through the development of: line, tone, pattern, texture.</li> </ul>	<p><b>Painting: Exploring Identity</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate experience in a range of printmaking techniques.</li> <li>-Describe techniques and processes.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> </ul>	DT	<p><b>Sculpture: Shadow Puppets</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>-Model and develop work through a combination of pinch, slab, and coil.</li> <li>-Work around armatures or over constructed foundations.</li> <li>-Demonstrate experience in the understanding of different</li> </ul>	DT

- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
- Develop an awareness of composition, scale and proportion in their paintings.
- Drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.

**Artist:**

**Key Artist: Lubaina Himid**  
Claire Harrup

**Tools:**

-Packaging: Cardboard food packaging, ink, brushes, handwriting pens, sharpies, acrylic paint/poster paint mixed with PVA, coloured paper, coloured crayons, scissors, string, big needles, glue, tape, wires

**Links:**

**-English:** Create characters inspired by literature, Night Bus Hero.  
**-Eco Warriors:** Using recycled products.  
**-PSHE:** Collaboration, Peer Discussion.

- Develop their own style using tonal contrast and mixed media.
- That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.

- Use techniques such as working with layers to help create imagery which reflects the complex nature of identity.

- That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

- Work in a sustained and independent way to develop their own style of painting.

- Purposefully control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickening paint creating textural effects etc.

- Mix colour, shades and tones with increasing confidence building on previous experience.

- Understand what works well in their work and why.

**Artist:**

**Key Artist: Jean-Michel Basquait**  
Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

ways of finishing work: glaze, paint, polish.

- Demonstrate experience in relief and freestanding work using a range of media.
- Recognise sculptural forms in the environment: Furniture, buildings.

- Confidently carve a simple form.

- Solve problems as they occur.

- Use language appropriate to skill and technique.

**Artist:**

**Key Artist: Wayang Shadow Puppets**

Lotte Reiniger, Matisse, Phillip Otto Runge, Pippa Dyrllaga, Thomas Witte

**Tools:**

- Soft B pencils, handwriting pens (black/coloured).

- For the puppets: Coloured and black card, coloured tissue paper, doilies, fabric, string, wire, feathers, acetate card, paper fasteners/split pins, wooden skewers, PVA glue, tape, large white sheet.

**Links:**

- English:** Use literature to inspire narrative, Boy in the Tower.

- History:** Create a narrative around area of focus.

- Science:** Human body, animals, light and shadow.

- Music & Drama:** Be Inspired, or make a creative response to, existing productions/themes.

**Key vocabulary:**

- 2D Drawing
- 3D Object
- Packaging
- Negative space
- Grid method
- Scaling up
- Net
- Typography
- Graphic Design
- Collage
- Structure
- Balance

**Examples:**



**Tools:**

-Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.

**Links:**

**-History:** Explore the identity of a figure the Mayons.

**-PSHE:** Collaboration, Peer Discussion.

**-RE:** Different Religions, Ethnic Identity.

**Key vocabulary:**

- Identity
- Layer
- Constructed
- Portraiture
- Layering
- Digital Art
- Physical
- Similarities
- Differences

**Examples:**



**-PSHE:** Responsibility to the planet, Collaboration, Peer Discussion.

**-RE:** Different Religions, Ethnic Identity.

**Key vocabulary:**

- Paper cutting
- Cut Outs
- Shadow puppets
- Performance
- Narrative
- Character

**Examples:**

