

# ART AND DESIGN Policy

## **Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### **Aims**

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

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

#### **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

#### Opportunities for Personal, Social Health Education

#### Theme 1: Health and Wellbeing:

- understanding likes and dislikes
- learning from experience, celebrating strengths, setting goals, understanding areas for improvement
- being independent
- asking others for help
- developing vocabulary to enable children to discuss their feelings
- online safety

## Theme 2: Relationships:

- explaining feelings, opinions and views to others
- listening to others
- giving constructive feedback
- developing opportunities for making friendships
- understanding and respecting cultural differences

#### Theme 3: Living in the Wider World:

- understanding the need for rules in different situations
- making decisions and explaining choices
- developing awareness of people living in other places, and people with different values and customs
- understanding being part of a community
- learning to appreciate a range of national, regional and ethnic identities

#### **Subject Content**

## Early Years Outcomes

- 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.
- Children sing songs, make music and dance, and experiment with ways of changing them. They safely
  use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,
  form and function.
- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Key-stage 1

#### Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

#### Key-stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

#### Pupils should be taught:

• to create sketch books to record their observations and use them to review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

## How is ART AND DESIGN taught throughout the school?

See Appendix 1- Medium Term Plans

#### **Inclusion and Equal Opportunities**

At our school we teach ART AND DESIGN to all children, whatever their ability. All children are provided with equal access to the ART AND DESIGN curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. ART AND DESIGN forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ART AND DESIGN teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within ART AND DESIGN, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific ART AND DESIGN related targets where a priority is appropriate.

#### **Assessment & Reporting**

We assess children's work in ART AND DESIGN by making informal judgements as we observe them during each ART AND DESIGN lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary

judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The ART AND DESIGN subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in ART AND DESIGN for each year group.

See Appendix 2 - Assessment Grids

#### Resources

The school is well resourced for the teaching of ART AND DESIGN. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of ART AND DESIGN, however resources include materials from ART AND DESIGN.

## **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in ART AND DESIGN is the responsibility of the ART AND DESIGN subject leader. The work of the ART AND DESIGN subject leader also involves supporting colleagues in the teaching of ART AND DESIGN, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **Policy Review**

This policy was written September 2014 by the ART AND DESIGN Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

# Year 1

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Subject		IDEAS		IDEAS		IDEAS
	Topic: Animals and Me		Topic: Where we live		Topic: Fire and Ice	
	Ar1/1.1 to use a range of materials	-Savannah pictures	<b><u>Drawing</u></b> : To find and make new lines	-Sculptures	Collage: To make and decorate new	-Fire
	creatively to design and make products	-Water colours	and line patterns.		shapes by tearing and arranging paper.	computer
	Ar1/1.2 to use drawing, painting and	background with a	To explore shapes by adding, altering		To understand how to create the fanning	pictures.
	sculpture to develop and share their	black silhouette.	and linking them.		technique.	-Fire
	ideas, experiences and imagination		Painting: To understand what the		To explore how to create holes in work	painting.
	Ar1/1.3 to develop a wide range of art		primary colours are		by folding and cutting.	
	and design techniques in using colour,		Understand how to make light colours		To create a group collage.	Mixing
Art	pattern, texture, line, shape, form and		by adding white.		Sculpture: To develop form by inventing	colours
AIL	space		To use dark and light colours together to		use of junk material, e.g. create a model	
	Ar1/1.4 about the work of a range of		create a pattern.		monster.	
	artists, craft makers and designers,		<b>Printing</b> : To create a printing block e.g.		To explain the use of each part added to	
	describing the differences and similarities		with plasticine.		a junk model.	
	between different practices and		<b>Printing</b> To explore how to create		To explore bending wire to create loops	
	disciplines, and making links to their own		vegetable prints.		for sculpted work.	
	work.		To explore making hand prints for		To understand how to wrap, pad out and	
			pattern and colour.		cover junk models.	

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Subject		IDEAS		IDEAS		IDEAS
	Topic: Great Fire of London		Topic: Living and growing		Topic: Florence Nightingale	
	Ar1/1.1 to use a range of materials		Ar1/1.4About the work of a range of artists , craft makers and		Ar1/1.3 to develop a wide range of art and	
	creatively to design and make products		designers, describing in the difference and similarities between		design techniques in using colour, pattern,	
			different practices and disciplines and making links to their own		texture, line, shape, form and space	
	Ar1/1.2 to use drawing, painting and		work.		Understand how to make dark colours by	
	sculpture to develop and share their				adding black.	
	ideas, experiences and imagination		To understand how to join two pieces of clay by making the			
			joining areas rough and using slip to join them back together.		To use and investigate think and thin paint	
	Explore drawing over existing images to				and it's effect.	
	add detail		To understand how to mould by out and cover junk models using		Deintin -	
			paper mache.		Painting	
	Investigate light and dark to create				To understand what the primary and	
	different tones (smudging and blending)		Create finger prints and prints using parts of the hand for example		secondary colours are.	
			knuckles and side of hands.		To wanda wate and become a supplier	
	To make different shades of colour and				To understand how to create curling, fanning and twisting to create shape,	
	describe them.		To fold, cut and decorate circle patterns.		pattern and texture.	
Art					pattern and texture.	
	Collage		To understand how to roll and decorate clay tiles to create pattern and shape.			
	Explore how to create pattern and					
	shapes by folding and cutting holes into					
	strips of paper.					
	Sculpture					
	Investigate undoing and rearranging					
	junk materials to create shape and form					
	e.g a box.					
	- C.B & WOM					
	Use junk to create a model.					

	<u>Autumn</u>		Spring		<u>Summer</u>	
Subject		IDEAS		IDEAS		IDEAS
	Topic: Mountain/Volcanoes		Topic: Romans		Topic: Rainforests	
	Ar2/1.1 to create sketch books to record	Introduction to	Printing:	Gladiators.	See previous skills –	Animals plant.
	their observations and use them to review	sketch books for	To create a printing block using	Trip to castle.	Repetition.	Textiles/craftmaking – pattern or
	and revisit ideas	year 3.	string, card and other textured	Roman Gods.	Sculpture – To cover	design on rainforest features – print
			materials.	Roman	another medium with	onto clothing.
	Ar2/1.2 to improve their mastery of art	Mountain scenes	Experiment printing a printing	speaker day.	modroc to create sculpted	Clay models.
	and design techniques, including drawing,	<ul><li>painting.</li></ul>	block with different coloured		work. Y3 cover clay.	Drawing – different
	painting and sculpture with a range of		paper and inks to create a two			viewpoints/perspectives.
	materials	Silhouettes	colour block print.			
	Ar2/1.3 about great artists, architects		Cut out and rearrange prints			
	and designers in history.		made to create a picture.			
Art			Collage:			
Ait	Drawing – Explore how pressure can		To convey meaning through			
	create light and dark effects.		collage eg places visited, likes			
	To draw an outline lightly then fill in with		and dislikes.			
	more detail afterwards.		To create symmetrical patterns			
			by folding and cutting.			
	Painting- understand and explore what		To make and use rubbings to			
	warm and cold colours are.		create pattern, texture and			
	To explore the use of light and dark to		shape.Hi2/1.2			
	create one colour paintings.					

	<u>Autumn</u>		Spring		<u>Summer</u>	
Subject		IDEAS		IDEAS		IDEAS
	Topic: RIVERS		Topic: Ancient Egypt		Topic: A Musical Adventure	
	Ar2/1.1 to create sketch books to record their		Ar2/1.1-1.3		Ar2/1.1-1.3	
	observations and use them to review and revisit ideas					
			SCULPTURE		COLLAGE	
	Ar2/1.2 to improve their mastery of art and design		To understand how to		To explore and create	
	techniques, including drawing, painting and sculpture		create pots using firstly the thumb to push clay		silhouettes and add detail by further folding and cutting	
	with a range of materials		and secondly to coil clay		Turther folding and cutting	
	Ar2/1.3 learn about great artists, architects and		To cover another medium		To work from observation	
	designers in history.		with modroc to create		using curling, zigzagging and	
	,		sculpted work (cover wire)		fringing skills to recreate	
	DRAWING		CRAFT		what is observed.	
			Jewellery making		Select, combine and arrange	
	To use a viewfinder				different materials to create	
	Explore drawing the same object from different				pattern, texture and shape.	
Art	viewpoints e.g looking up and look down					
					Drawing	
	PAINTING				To investigate line, colour	
					and texture through scraffito	
	Explore how to make a colour wash for backgrounds				To show the feeling of a	
	and add detail to the foreground later				person when drawing a	
	To investigate how art matches colour and feelings for				portrait through the use of line and tone.	
	example red with anger, green with envy and explore				PRINTING	
	this in own work.				Use different junk materials	
	Children Work				to print	
	PRINTING				to print	
	Explore the effects of bubble prints				Explore the effects of sponge	
					and sponge roller prints.	
	Explore the effects of marbling				. 5	

ct	<u>Autumn</u> Topic World War 1/2	IDEAS	Spring Topic: inventors, inventions, explorers	IDEAS	<u>Summer</u> Topic: Ancient Greece	IDEAS
	To develop techniques, including their control and	Henry Moore	To develop techniques, including their control and	IDEAS	To develop techniques, including their control and their	IDEAS
	their use of materials, with creativity,	Rebuilding	their use of materials, with creativity,		use of materials, with creativity, experimentation and an	
	experimentation and an increasing awareness of	of London	experimentation and an increasing awareness of		increasing awareness of different kinds of art, craft and	
	different kinds of art, craft and design.	Woman	different kinds of art, craft and design.		design.	
	and an analysis and an analysi	seated in the				
	Ar2/1.1 To create sketch books to record their	Underground	Ar2/1.1 To create sketch books to record their		Ar2/1.1 To create sketch books to record their	
	observations and use them to review and revisit	_	observations and use them to review and revisit		observations and use them to review and revisit ideas	
	ideas		ideas			
					Ar2/1.2 To improve their mastery of art and design	
	Ar2/1.2 To improve their mastery of art and design		Ar2/1.2 To improve their mastery of art and		techniques, including drawing, painting and sculpture with	
	techniques, including drawing, painting and sculpture		design techniques, including drawing, painting and		a range of materials [for example, pencil, charcoal, paint,	
	with a range of materials [for example, pencil,		sculpture with a range of materials [for example,		clay]	
	charcoal, paint, clay]		pencil, charcoal, paint, clay]			
					Ar2/1.3 Learn about great artists, architects and designers	
	Ar2/1.3 Learn about great artists, architects and		Ar2/1.3 Learn about great artists, architects and		in history.	
	designers in history.		designers in history.			
					<u>Drawing</u> : To investigate drawing figures improvement	
	<b><u>Drawing</u></b> : To investigate drawing figures		<b><u>Drawing</u></b> : To scale a drawing up and down to		where limbs are joint and bent.	
	improvement where limbs are joint and bent.		enlarge or reduce the size.			
					<b>Sculpture:</b> To use artists' 2D models as a starting point for	
	<u>Collage</u> : Arrange shapes patterns and details before		<u>Drawing</u> : To investigate composing an image by		own 3D work.	
	sticking down.		arranging shapes, lines and colours.			
					<b>Sculpture</b> : To explore how to manipulate a range of media.	
	<u>Collage</u> : Investigate how to create an image from		<b><u>Printing</u></b> : To investigate and make simple stencils			
	torn paper, exploring shape, colour and texture.				Sculpture: To vary the size of medium, e.g. newspaper to	
			<u>Collage</u> : To understand how an abstract picture is		create appropriate size of padding for sculpture.	
	Painting: To explore how cold colours recede (good		different to a figurative picture (figurative closely			
	for backgrounds) and warm colours are prominent in		resembles the stimulus) and create own abstract		Sculpture: To understand how to cut slits in work to slot	
	pictures (good for foreground).		picture.		pieces together.	
	Painting: To understand how colours create moods		Painting: To explore how cold colours recede		Painting: To explore how cold colours recede (good for	
	and atmosphere e.g. colours expected at a circus or		(good for backgrounds) and warm colours are		backgrounds) and warm colours are prominent in pictures	
	haunted house and apply this in own work.		prominent in pictures (good for foreground).			
	naunted house and apply this in own work.		prominent in pictures (good for foreground).		(good for foreground).	
	Painting: Explore colour groups and contrasts		Painting: To understand how colours create		Painting: To understand how colours create moods and	
	including primary and secondary colours.		moods and atmosphere e.g. colours expected at a		atmosphere e.g. colours expected at a circus or haunted	
	including printary and secondary colours.		circus or haunted house and apply this in own		house and apply this in own work.	
	<b>Textiles</b> : To use wax-resist with wax crayon and dye.		work.		Thouse and apply this in own work.	
	200 Tax Color Title Tax or a for all a dyer				Painting: Explore colour groups and contrasts including	
			Painting: Explore colour groups and contrasts		primary and secondary colours.	
			including primary and secondary colours.		, ,	

Subject	<u>Autumn</u>	IDEAS	Spring	IDEAS	<u>Summer</u>	IDEAS
Subject	Topic: In the beginning		Topic: Anglo-Saxons		Topic:Field Exploration	
Art	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas  Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  Ar2/1.3 about great artists, architects and designers in history.  Printing-investigate and simple stencils  To investigate and use colour, shape and pattern to create borders or central motifs. Use symmetry to create half an image and print to make a full image.	Victorian Christmas cards Victorian architects, Brunel etc.	to understand difference between portrait and self portrait and use the proper proportions of a face when drawing. To alter an image by using distortion and reflection Collage-Work from second hand observation	Weaving	Painting- Explore colour groups and contrasts including complimentary and harmonious colours. To explore how cold colours recede(good for backgrounds) and warm colours are prominent in pictures(good for foreground) Investigate line, colour, shape, pattern by working in the style of another artist.	Landscapes of local area

Strand	Objective												П	
	Ar1/1.1 To use a range of materials creatively to design and make products.													
	Ar1/1.2 To use drawing, painting and sculpture to develop and share their ideas,													
	experiences and imagination.													
	Ar1/1.3 To develop a wide range of art and design techniques in using colour,													
General	pattern, texture, line, shape, form and space.													
	Ar1/1.4 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.													
	General: Evaluate own and others' art to develop and improve own work.													
Drawing	<b><u>Drawing</u></b> : To find and make new lines and line patterns.													
Drawing	<u>Drawing</u> : To explore shapes by adding, altering and linking them.													
	Painting: To understand what the primary colours are.													
Painting	Painting: Understand how to make light colours by adding white.													
	Painting: To use dark and light colours together to create a pattern.													
	Printing: To create a printing block e.g. with plasticine.													
Printing	Printing To explore how to create vegetable prints.													
	Printing To explore making hand prints for pattern and colour.													
	Collage: To make and decorate new shapes by tearing and arranging paper.													
Callaga	Collage: To understand how to create the fanning technique.													
Collage	<u>Collage</u> : To explore how to create holes in work by folding and cutting.													
	Collage: To create a group collage.													
	Sculpture: To develop form by inventing use of junk material, e.g. create a													
	model monster.													
Sculpture	Sculpture: To explain the use of each part added to a junk model.													
	Sculpture: To explore bending wire to create loops for sculpted work.													
	Sculpture: To understand how to wrap, pad out and cover junk models.													
Textiles /	_				T									
Craft Making	_													

Strand	Objective																	
	Ar1/1.1 To use a range of materials creatively to design and make																	
	products.																	
	Ar1/1.2 To use drawing, painting and sculpture to develop and share their																	
	ideas, experiences and imagination.																	
	Ar1/1.3 To develop a wide range of art and design techniques in using																	
General	colour, pattern, texture, line, shape, form and space.																	
	Ar1/1.4 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.																	
	General: Evaluate own and others' art to develop and improve own work.																	
	Drawing: Explore drawing over existing images to add detail																	
Drawing	<u>Drawing</u> : Investigate light and dark to create different tones (smudging																	
	and blending).																	
	Painting: To understand what the primary and secondary colours are.																	
	<u>Painting</u> : To use and investigate thick and thin paint and its effect.																	
Painting	Painting: Understand how to make dark colours by adding black.																	
Fainting	<u>Painting</u> : To make different shades of colour and describe them.																	
	<u>Painting</u> : To create a primary colour pattern by changing the shades of the																	
	colour.																	
	<u>Printing</u> : To create a printing block with a pattern, e.g. carpet stuck to a																	
	margarine lid.																	
Printing	<u>Printing</u> To explore how to create vegetable prints for pattern and shape.																	
	<u>Printing</u> To create finger prints and prints using parts of the hand, e.g.																	
	knuckles and side of hands.	_														$-\!\!\!\!\!+\!\!\!\!\!\!-$		$\perp$
	<u>Collage</u> : Explore how to create pattern and shapes by folding and cutting																	
	holes into strips of paper.	-			_		_	+ +	1						+-+		<b></b>	+
Collage	<u>Collage</u> : To understand how to create curling, fanning and twisting to																	
	create shape, pattern and texture.				-		-	+			-				-	$-\!\!\!\!\!+\!\!\!\!\!-$	$\vdash$	+
	Collage: To fold, cut and decorate circle patterns.		+ +					+								+	$\vdash$	$+\!\!-\!\!\!-$
	Sculpture: Investigate undoing and rearranging junk materials to create																	
	shape and form e.g. a box.  Sculpture: Use junk to create a model.		+	+				+ +	+	+			+	+	++	+	$\vdash$	+
	Sculpture: Ose junk to create a model.  Sculpture: To understand how to join two pieces of clay by making the		+					+ + -	+ +	+		+ +			+	+	$\vdash$	+
	joining areas rough and using slip to join them back together.																	
Sculpture	Sculpture: To understand how create shape and form using paper mache.						-	+ +							+ +	-	$\vdash$	+
Sculpture	Sculpture: To understand how the are shape and form using paper mache.  Sculpture: To understand how to mould by pushing and pulling clay to						-	+ +							+ +	-	$\vdash$	+
	decorate and (with dampened fingers) cover tracks.																	
	Sculpture: To fold, cut and decorate circle patterns.															+	$\vdash$	+
	Sculpture: To understand how to roll and decorate clay tiles to create		+ +	+				+ + -	+ +	+			+		+	+	$\vdash$	+
	pattern and shape.																	
Textiles	Textiles: To use weaving to create a pattern.	+	+					<del>                                     </del>	+ +						+	+	++	+
/ Craft								<del>                                     </del>	1 1						++	+		+
Making	<u>Textiles:</u> To create a pattern using sewing.																	
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Strand	Objective											
General	To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Ar2/1.1 To create sketch books to record their observations and use them to review and revisit ideas  Ar2/1.2 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]											
	Ar2/1.3 Learn about great artists, architects and designers in history.											
Drawing	<u>Drawing:</u> Explore how pressure can create light and dark effects. <u>Drawing:</u> To draw an outline lightly then fill											
	in with more detail afterwards.  Drawing: To use tone to create the effect of shadows and folds.											
Painting	Painting: To explore the use of light and dark to create one-colour paintings.  Painting: To understand and explore what warm and cold colours are.											
	Printing: To create a printing block using string, card and other textured materials.  Printing: Experiment with printing a printing											
Printing	block using different coloured paper and inks to create a two-colour block print.  Printing: Cut out and rearrange prints made to create a picture.											
	<u>Collage</u> : To convey meaning through collage e.g. places visited, likes and dislikes.											
Collage	Collage: To create symmetrical patterns by folding and cutting.  Collage: To make and use rubbings to create											
Sculpture	pattern, texture and shape. <u>Sculpture</u> : To cover another medium with modroc to create sculpted work (cover clay).											
Textiles / Craft Making	-											

Strand	Objective														
	To develop techniques, including their control and their														
	use of materials, with creativity, experimentation and an														'
	increasing awareness of different kinds of art, craft														
	and design.														'
	Ar2/1.1 To create sketch books to record their														
	observations and use them to review and revisit ideas														'
General	Ar2/1.2 To improve their mastery of art and design														
	techniques, including drawing, painting and sculpture														'
	with a range of materials [for example, pencil, charcoal,														
	paint, clay]														'
	Ar2/1.3 Learn about great artists, architects and														
	designers in history.														
	<u>Drawing</u> : To investigate line, colour and texture through														
	scraffito.								<u> </u>					⊥	
	<u>Drawing</u> : Explore drawing the same object from														
Drawing	different viewpoints e.g. looking up and look down.														
	<u>Drawing</u> : To show the feeling of a person when drawing														
	a portrait through use of line and tone.														
	<u>Drawing</u> : To use a viewfinder														
	Painting: Explore how to make a colour wash for														
	backgrounds and add detail to the foreground later														
Painting	Painting: To investigate how art matches colour and														
	feelings e.g. red with anger, green with envy and explore														
	this in own work.														
	<u>Printing</u> : Explore the effects of bubble prints.														'
	<u>Printing</u> : Use different junk materials to print.														
Printing	<u>Printing</u> : Explore the effects of sponge and sponge														
	roller prints.														
	<u>Printing</u> : Explore the effects of marbling.														
	<u>Collage</u> : To work from observation using curling,														
	zigzagging and fringing skills to recreate what is														
	observed.														
Collage	<u>Collage</u> : Select, combine and arrange different														
	materials to create pattern, texture and shape.								1						
	Collage: To explore and create silhouettes and add														
	detail by further folding and cutting.	-				-	_		+					+	
	Sculpture: To understand how to create pots using														
Sculpture	firstly the thumb to push clay and secondly to coil clay.	-		+	_	-	_	_	1			-		+	<del></del> '
	<u>Sculpture</u> : To cover another medium with modroc to														
	create sculpted work (cover wire).	-		+	_	-	_	_	1			-		+	<del></del> '
Textiles															
/ Craft	-														
Making									1						

Strand	Objective															$\Box$	$\neg$	$\neg \neg$
- · · · · · · ·	To develop techniques, including their control and their use of																	
	materials, with creativity, experimentation and an increasing																	
	awareness of different kinds of art, craft and design.																	
	Ar2/1.1 To create sketch books to record their observations																	
	and use them to review and revisit ideas																	
General	Ar2/1.2 To improve their mastery of art and design																	
	techniques, including drawing, painting and sculpture with a																	
	range of materials [for example, pencil, charcoal, paint, clay]																	
	Ar2/1.3 Learn about great artists, architects and designers																	
	in history.																	
	<u>Drawing</u> : To investigate drawing figures improvement where																	
	limbs are joint and bent.																	
Drawing	<u>Drawing</u> : To scale a drawing up and down to enlarge or reduce																	
Drawing	the size.																	
	<u>Drawing</u> : To investigate composing an image by arranging																	
	shapes, lines and colours.																	
	Painting: Explore colour groups and contrasts including primary																	
	and secondary colours.																	
	<u>Painting</u> : To explore how cold colours recede (good for																	
Painting	backgrounds) and warm colours are prominent in pictures																	
	(good for foreground).																_	'
	<u>Painting</u> : To understand how colours create moods and																	
	atmosphere e.g. colours expected at a circus or haunted house																	
	and apply this in own work.																_	'
Printing	Printing: To investigate and make simple stencils																_	'
	<u>Collage</u> : Arrange shapes patterns and details before sticking																	
	down,		_		_	-			_	_	-		_	_	-		-	'
a 11	Collage: Investigate how to create an image from torn paper,																	
Collage	exploring shape, colour and texture.  Collage: To understand how an abstract picture is different to		-														+	
	a figurative picture (figurative closely resembles the stimulus)																	
	and create own abstract picture.																	
	Sculpture: To explore how to manipulate a range of media.																+	-
	Sculpture: To vary the size of medium, e.g. newspaper to																+	-
	create appropriate size of medium, e.g. newspaper to																	
Sculptur	Sculpture: To use artists' 2D models as a starting point for		-						-						1		+	
e	own 3D work.																	
	Sculpture: To understand how to cut slits in work to slot		+	+	-						+			+		$\dashv$	+	+
	pieces together.																	
Textiles	piocos rogernor.		+			-										$\dashv$	$\dashv$	_
/ Craft	Textiles: To use wax-resist with wax crayon and dye.																	
Making																		
Maning		l .	 													 		

Strand	Objective											
	To develop techniques, including their control and											
	their use of materials, with creativity,											
	experimentation and an increasing awareness of											
	different kinds of art, craft and design.											
	Ar2/1.1 To create sketch books to record their											
Comment	observations and use them to review and revisit ideas											
General	Ar2/1.2 To improve their mastery of art and design											
	techniques, including drawing, painting and sculpture											
	with a range of materials [for example, pencil,											
	charcoal, paint, clay]											
	Ar2/1.3 Learn about great artists, architects and											
	designers in history.											
	<u>Drawing</u> : to understand difference between portrait											
	and self portrait and use the proper proportions of a											
Drawing	face when drawing.											
	<u>Drawing</u> : To alter an image by using distortion and											
	reflection.											
	Painting: Explore colour groups and contrasts											
	including complimentary and harmonious colours.											
	Painting: To explore how cold colours recede (good											
Painting	for backgrounds) and warm colours are prominent in											
	pictures (good for foreground).											
	<u>Painting</u> : Investigate line, colour, shape, pattern by											
	working in the style of another artist.											
	<u>Printing</u> : To investigate and make simple stencils											
	Printing: To investigate and use colour, shape and											
Printing	pattern to create borders or central motifs.											
	Printing: Use symmetry to create half an image and											
	print to make a full image.											
	<u>Collage</u> : Work from first hand observation (stimulus											
	in front of you, e.g. a chair).											
Collage	<u>Collage</u> : Work from second hand observation (where											
	the stimulus is not in front of you, e.g. portrait of											
	Henry VIII).											
	<u>Sculpture</u> : To explore how to manipulate a range of											
Sculpture	media.											
- Compinio	Sculpture: To use artists' 2D models as a starting											
	point for own 3D work.			1								
Textiles	<u>Textiles</u> : To experiment with different textures and											
/ Craft	take rubbings with wax crayons to inform design.			1								
Making	<u>Textiles</u> : To overlay and appliqué materials to create											
	pattern, shape and texture.											