





	Year 3	Year 4	Year 5	Year 6
Drawing (Pencil, charcoal, inks, chalks, pastels and ICT software)	<ul style="list-style-type: none"> ✚ To experiment with different pencils. ✚ To take part in close observation. ✚ To draw both the positive and negative shapes. ✚ Initiate sketches as a preparation for painting. ✚ To complete accurate drawings of people, in particular faces. 	<ul style="list-style-type: none"> ✚ To identify and draw the effect of light. ✚ Focus on shade and proportion. ✚ Create accurate drawings of people including proportion and placement. ✚ To work on a variety of scales. ✚ To create computer generated drawings. 	<ul style="list-style-type: none"> ✚ To study the effect of light on objects and people from different directions. ✚ To interpret the textures of a surface. ✚ To produce increasingly accurate drawings of people. ✚ To develop the concept of perspective. 	<ul style="list-style-type: none"> ✚ To study the effect of light on objects and people from different directions. ✚ To interpret the textures of a surface. ✚ To produce increasingly accurate drawings of people. ✚ To develop the concept of perspective.
Colour (Painting, ink, dye, textiles, pencils, crayons, pastels.)	<ul style="list-style-type: none"> ✚ To make colour wheels by mixing colours. ✚ Introduce different types of brushes. ✚ Introduce different techniques to apply colour such as dotting, scratching, splashing. 	<ul style="list-style-type: none"> ✚ To explore with colour mixing and matching focusing on tinting, tone and shade. ✚ To focus on colour to reflect the mood. ✚ To use suitable equipment for a task. 	<ul style="list-style-type: none"> ✚ To explore tint, tones, shades and moods. ✚ To explore the use of texture in colour. ✚ To explore colour for purpose. 	<ul style="list-style-type: none"> ✚ To explore tint, tones, shades and moods. ✚ To explore the use of texture in colour. ✚ To explore colour for purpose. ✚ To explore colour to express feelings.
Texture (Textiles, clay, sand, plaster, stone.)	<ul style="list-style-type: none"> ✚ To use smaller eyed needs with finer thread. ✚ Experiment with weaving. ✚ Tie dye materials. 	<ul style="list-style-type: none"> ✚ To use a variety of stitches. ✚ To complete observation and design of contextual art. ✚ To experiment with creating mood, feeling and movement. ✚ To compare different fabrics and evaluate purpose. 	<ul style="list-style-type: none"> ✚ To use stories, music, poems as a stimuli. ✚ To select and use appropriate materials. ✚ To embellish work. ✚ Fabric making. ✚ To explore artists using textiles. 	<ul style="list-style-type: none"> ✚ To develop experiences in embellishing. ✚ To apply knowledge of different techniques to express feelings. ✚ To work collaboratively on a larger scale.
Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc.)	<ul style="list-style-type: none"> ✚ To explore with shape, form, model and construction. ✚ To plan and develop ideas. ✚ To have an understanding of different adhesives used for construction. 	<ul style="list-style-type: none"> ✚ To experience surface patterns and textures. ✚ To discuss their work. ✚ To discuss the work of other sculptors. ✚ To analyse and interpret natural and manmade forms of construction. 	<ul style="list-style-type: none"> ✚ To plan and develop ideas. ✚ To explore shape, form, model and join. ✚ To develop observational skills. ✚ To develop imagination skills. ✚ To explore properties of media. ✚ To discuss and evaluate their own work. ✚ To discuss and evaluate the work of other sculptors. 	<ul style="list-style-type: none"> ✚ To plan and develop ideas. ✚ To explore shape, form, model and join. ✚ To develop observational skills. ✚ To develop imagination skills. ✚ To explore properties of media. ✚ To discuss and evaluate their own work. ✚ To discuss and evaluate the work of other sculptors.
Printing (Found materials, fruit/veg, wood, blocks, string.)	<ul style="list-style-type: none"> ✚ Relief and impressed printing. ✚ To explore a range of textures and patterns. ✚ Colour mixing through overlapping colour prints. 	<ul style="list-style-type: none"> ✚ To use sketchbooks for recording ideas linked to textures and patterns. ✚ To interpret environmental and manmade patterns. ✚ To modify and adapt print. 	<ul style="list-style-type: none"> ✚ To combine prints. ✚ To design prints. ✚ To make connections. ✚ To discuss and evaluate their own work. ✚ To discuss and evaluate the work of other artists. 	<ul style="list-style-type: none"> ✚ To build up drawings and images or parts of items using various techniques. ✚ To explore screen printing. ✚ To explore printing techniques used by various artists.
Pattern (Paint, pencil, textiles, clay, printing.)	<ul style="list-style-type: none"> ✚ To explore pattern in the environment. ✚ Design ✚ Using ICT ✚ Make patterns on a range of surfaces. ✚ Explore the use of symmetry. 	<ul style="list-style-type: none"> ✚ To explore environmental and manmade patterns. ✚ To explore tessellation. 	<ul style="list-style-type: none"> ✚ To create own abstract pattern to reflect personal experience and expression. ✚ To create patterns for purpose. 	<ul style="list-style-type: none"> ✚ To create own abstract pattern to reflect personal experience and expression. ✚ To create patterns for purpose.

<p><u>Artists Studies</u></p>	<p>Saxon/ Viking- Bateaux tapestry. Needle work? Each child could chose a part of the tapestry, recreate it and then teachers could put them altogether to make the story. Design and make jewellery. Lady Wulfrun statue in Wolverhampton. Sketch or remake in clay. Hello, Bonjour- Monet is the most famous French artist.</p>	<p> William Morris </p>	<p> Peter Thorpe</p>	<p> Frida Kahlo</p>
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