

Subject content	Objectives	Vocabulary	Themes and Suggested Artists	NC Objectives
Design, Evaluate and Develop	<p>Use sketchbook/portfolio to record and develop ideas</p> <p>Describe and express personal opinions, ask and answer questions about the starting points for their work.</p> <p>Describe colours and shapes, name and match colours to found objects</p> <p>Record and collect information, explore and develop ideas based on a stimulus, first hand observation, experiences and imagination.</p> <p>Compare own work with that of others and express opinions.</p> <p>Be exposed to a diverse range of art, artists, craft makers and designers from around the world.</p> <p>Explore and compare the differences and similarities of well-known artists and designers from different times and cultures.</p> <p>Use a viewfinder</p> <p>Modify and evaluate work on-going</p> <p>To express a simple preference and talk about elements that appeal and give reasons why.</p> <p>To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement.</p>	Record, explore, observe, develop, investigate, explore, express, artists, designers, sculptors, similarities, differences	<p>Space</p> <p>Animals</p> <p>Plants</p>	<ul style="list-style-type: none"> • 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.
Media and techniques				
Drawing	<p>Use a variety of tools: pencils, pastels, charcoal, etc. to make lines, shapes and mark on different surfaces e.g. different grades and colours of paper, acetate, chalk on playground floor, etc.</p> <p>Explore and draw shapes from observation; invent new shapes and observe anatomy (faces and limbs).</p> <p>Investigate tone by drawing light/dark lines, patterns and shapes.</p> <p>Investigate texture by describing, naming, rubbing (frottage) and copying.</p> <p>Make/collect quick records in sketchbooks</p>	shape, size, texture, round, oval, design, plan, long, thick, thin, rough, smooth	<p>Picasso</p> <p>Da Vinci</p> <p>Georgia O'Keeffe</p>	
Painting	<p>Use a variety of tools including brushes (size and types).</p> <p>Name all the primary colours.</p> <p>Mix primary colours to make secondary colours (create colour wheel).</p> <p>Mix colours to match artefacts and objects</p> <p>Use different types of paint</p>	describe, shape, size colour, experiment, techniques, mix, tools, range	<p>Jackson Pollock</p> <p>Carol Gillan – pet portraits</p>	
Printing	<p>Make rubbings</p> <p>Build a repeating pattern and recognise pattern in the environment</p> <p>Print with a range of hard and soft found materials/objects</p> <p>Make simple marks on rollers and printing palettes and take a print.</p> <p>Roll printing ink over found objects to create patterns e.g. stencils, corrugated card</p>	<p>print, roll, repeating pattern, hard, soft,</p> <p>primary colours, blocks, beside, overprint, surface</p>	Emma Maturity – potato prints	
3D	<p>Understand the safety and basic care of materials and tools</p> <p>Manipulate malleable materials in different ways e.g. pressing, rolling, kneading</p> <p>Explore sculpture using a range of malleable media e.g. salt dough, plasticine</p> <p>Manipulate materials for a purpose e.g. make a pot, tile</p> <p>Change the surface of malleable material e.g. cut into or raise surface</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p>	model, construct, sculpture, form, solid hollow, roll, knead, construct	<p>Ferdinand Botero – cats</p> <p>Suzie Marsh – animal sculpture</p>	
Mixed Media (including collage)	<p>Create images from a variety of (mixed) media e.g. fabric, paper</p> <p>Create images from imagination, experience or observation e.g. by arranging and sticking materials to different backgrounds</p> <p>Sort, group and experiment with materials for different purposes and/or scale of colour</p> <p>Create, select and use textured paper for an image (fold, crumple, tear and overlap papers)</p>	arrange, variety, sort, scale, select, group, materials, texture, join, crop,	Emma Maturity – collage	

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Design, Evaluate and Develop	<p>Use sketchbook/portfolio to record and develop ideas</p> <p>Describe and express personal opinions, ask and answer questions about the starting points for their work and the processes.</p> <p>Describe colours and shapes, name and match colours to found objects.</p> <p>Record and collect information, explore and develop ideas based on a stimulus, first hand observation, experiences and imagination.</p> <p>Compare own work with that of others and express opinions.</p> <p>Be exposed to a diverse range of art, artists, craft makers and designers from around the world.</p> <p>Explore and compare the differences and similarities of well-known artists and designers from different times and cultures.</p> <p>Use a viewfinder</p> <p>Modify and evaluate work on-going</p> <p>To express a simple preference and talk about elements that appeal and give reasons why.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement.</p>	<p>First-hand observation, record, collect, compare, peer-assess, evaluate, preference, artist study, evaluate, crafts-people, time and culture, adapt, inspire, theme, collaborative,</p>	<p>The Great Fire of London</p> <p>Victorians</p> <p>Pre-Raphaelites</p> <p>Africa</p> <p>Antarctica</p>	<ul style="list-style-type: none"> • 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.
Media and techniques				
Drawing	<p>Experiment with tools and surfaces e.g. grades of pencil to draw different forms and shapes</p> <p>Experiment with tones - use of shadows and light /dark.</p> <p>Create textures with a wide range of drawing implements</p> <p>Use sketchbooks to collect visual information from different sources</p> <p>Record experiences and feelings using the medium of drawing.</p>	<p>lines, curve, straight, zig-zag, shape</p>	Amedeo Modigliani	
Painting	<p>Use a variety of techniques and tools including brushes (size and types) e.g. layering, mixing media to achieve different effects.</p> <p>Name different types of paint and their properties.</p> <p>Mix primary colours to make secondary colours (create colour wheel).</p> <p>Mix and match colours to artefacts and objects.</p> <p>Use different scales of paper and select appropriate brushes for task.</p>	<p>primary colours, secondary colour, tone, texture, shade</p>	<p>Martin Bulinya</p> <p>Lawrence Alma-Tadema</p>	
Printing	<p>Make rubbings to collect textures and patterns</p> <p>Create simple printing blocks with press print, palettes and rollers.</p> <p>Design increasingly repetitive and complex patterns.</p> <p>Experiment with overprinting, motifs and colour.</p> <p>Print on a range of surfaces e.g. paper, fabric</p>	<p>Palette, mono printing, block printing, press, stencil, motif, repetitive, recognise</p>	<p>William Morris</p> <p>Eugene Seguy</p> <p>Matthew Williamson</p>	
3D Form	<p>Change the surface of malleable material e.g. build a textured tile</p> <p>To shape and form from direct observation (malleable and rigid materials)</p> <p>Express personal experiences and ideas</p> <p>Study work of sculptors and apply decorative techniques</p> <p>Replicate patterns and texture in 3-D form</p>	<p>manipulate, shape, malleable, rigid, sculpture, purpose, construct, join, surface, pinch, coil, slab, carve, assemble</p>	<p>Alberto Giacometti</p> <p>Nick Park - Aardman animated figures</p>	
Mixed Media (including collage)	<p>Sort and group materials for different purposes e.g. colour textures</p> <p>Create and arrange shapes and texture accordingly (light/dark colours, smooth/rough textures)</p> <p>Create, select and use materials to express personal experiences and ideas</p> <p>Use a wide range of media including</p>	<p>Photocopy, scale, fold, crumple, tear, shape, match,</p>	<p>Gustav Klimt - scrolls and triangles</p> <p>Fra Angelico angels</p>	

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Design, Evaluate and Develop	Use sketchbooks to record, annotate and develop ideas and critically review artwork. Record from first hand observation e.g. use a view finder Collect visual information from a range of sources e.g. images, materials, to help develop ideas including sketchbooks. Be exposed, inspired and develop an understanding of the importance of a diverse range of art, artists, architectures, craft makers and designers from around the world. To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement.	Evaluate, observation self-assessment, note like, dislike, annotate different, separate distinct similar	Ancient Egyptians Art Deco Art Nouveau Stone Age Prehistoric art – cave paintings Recycling	<ul style="list-style-type: none"> • To 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. • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques with a range of materials. • To find out about great artists, architects and designers in history.
Media and techniques				
Drawing	Use sketchbook to annotate sketches to explain and elaborate ideas. Understand the different grades of pencils (2B/4b) and use them to scribble and shade e.g. to show line, tone and texture, cross hatch, dot dash, circle, and spiral shapes. Develop drawing skills using a variety of art tools; pencils, pastels, charcoal on different surfaces e.g. different grades and colours of paper, acetate, chalk on playground floor, etc. Explore and draw shapes from observation; invent new shapes. Use a view finder to select area e.g. choose a focal point to enlarge	Line, shapes, geometric, irregular, Horizontal, vertical, shades, light, dark, patterns Cross hatching – shade an area with intersecting parallel lines.	Hans Holbein Vincent Van Gogh Ancient Egyptian papyrus	
Painting	Use sketchbook to record brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours with accuracy including tonal, tertiary colours and exploring different ways of making colours lighter and darker e.g. add white to red, blue or green to extend a range of tones. To identify where colours are on the colour wheel (primary and secondary colours) Explore colours between links and feelings To be able to use different sized brushes for different effects such as dotting, dabbing, scratching, splashing. Use artists work, architects and designers in history for inspiration or comparison	Techniques, thick, thin, predict, compare, experiment, monochrome primary, secondary, tone, hue, light, dark tint, shade, pastel	Pablo Picasso Wassily Kandinsky Frank Bowling Lubaina Humid Mark Rothko Banksy L.S.Lowry	
Printing	Use sketchbook to record different types of textures and patterns Explore different print blocks (polystyrene/sponge/card, string) with two colours Make texture blocks and print e.g. coiled string glued to a block, patterned sponge rollers Create precise repeating patterns Explore different techniques onto paper and fabric Use marbling effects on paper, cloth and 3D objects	Colour mixing, slip, overlapping, texture, patterns, repeat, prints, absorb, block printing, relief, impression, roll rub, stamp	Henri Matisse Kara Walker Andy Warhol	
3D	Use sketchbook to show print samples of a range of objects e.g. colour mixing Use a range of construction and modelling techniques including understand the process of clay (changes in clay as it dries) Introduce a wide range of sculptures and artists to generate ideas To use different mediums to create 3D work such as clay, sculpture, boxes, paper, cubes, cuboids. Work with life size materials e.g. use frameworks such as wire or moulds to provide stability and form, malleable and rigid materials.	Join, score, line, together, construct, mix, ball, flatten, cross hatch, roll, scoring, blend, bend, curve, stretch. Slip: clay diluted with water to act as "glue".	Louise Nevelson Tony Cragg Pablo Picasso	
Mixed Media (including collage)	Analyse and describe textures in source material and through observation, scale of different objects, including overlapping shapes Mix textures e.g. rough and smooth, plain and patterned Translate drawn composition into collage Use an iPad to edit and manipulate photos using a simple programme. Print results and use to create collage and other artwork. Begin to use mosaic materials and techniques e.g. paper, glass mosaics.	Collage, bumpy, composition, balanced proportion, tonal colours, manipulate	David Hockney M.C. Escher Henri Matisse Kazimir Malevich Pablo Picasso – Weeping Woman (digital drawing)	

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Media and techniques				
Drawing	<p>Continue to understand the different grades of pencils (2B & 4B) and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Draw showing some understanding of tone, line, scale, depth and texture.</p> <p>Be able to give an explanation why they have chosen specific materials to draw with.</p> <p>Use hatching and cross hatching to show tone and texture e.g. intersecting parallel lines from dark to light.</p> <p>Use viewfinders, mirrors, magnifying glasses as an aid for observational work.</p>	Random lines, contour, blending, shading, shapes, geometric, irregular, horizontal, vertical, light, dark, patterns, plan distance, direction position, form texture, tone, weight pressure, portrait past, present	Hans Holbein Edward Hopper Rene Magritte – Golconde (scale)	
Painting	<p>Begin to work in monochrome using shades of one colour e.g. light to dark using one hue.</p> <p>Use shading techniques to create and express feelings.</p> <p>Understand how to mix and match colours for purpose such as light and dark skin tones</p> <p>Mix paints to give different thicknesses/densities e.g. powder paints</p> <p>Use a limited palette to extend knowledge of colour mixing, textures and mark making e.g. adding white or black to blue, red or yellow to produce a range of tones and shades.</p>	Colour, hue, techniques, thick, thin, predict, compare, experiment, monochrome primary, secondary, tone, hue, light, dark tint, shade, paste	Henri Rousseau Wassily Kandinsky Frank Bowling Lubaina Humid Mark Rothko Banksy	
Printing	<p>Use sketch book to collect ideas, record different types of patterns and textures</p> <p>Research and collect different types of materials to print on e.g. cloth, paper, card.</p> <p>Use up to four different colour overlays to print</p> <p>Create printing blocks from lino (under close supervision), polystyrene using a relief or impressed method</p> <p>Create repeating patterns using (cutting out simple shapes)</p>	Manipulate block Repeat continuous cylinder, block, print, mix, colour, pattern overlapping, press, replicate.	Picasso, Dan Mather Andy Warhol Roman mosaic patterns	
3D	<p>Use a range of different materials to plan and design a sculpture e.g. clay, mod roc, wire, paper straws, recycling materials etc</p> <p>Show a knowledge and understanding of shape e.g. geometric, organic, space e.g. positive area (subject) negative area (background) and form e.g. balance, use of area (top/bottom, left and right) height, width, thickness,</p> <p>Explain how their work has been sculpted, modelled or constructed.</p> <p>Use clay to adequately construct a simple base for extending and modelling other shapes.</p>	Form, shape, texture, composition, profile, proportion, decoration, ornate, symbolic, perspective, shape, form	Henry Moore Barbara Hepworth Andy Goldsworthy Roman mosaic – ceramic tiles	
Mixed Media (including collage)	<p>Use a paint programme to create specific effects e.g. use the cut and paste tools,</p> <p>Develop skills in stitching and back stitch to create different textural effects</p> <p>Create a collage that involves tearing, overlapping, layering, coiling, tessellation, mosaic and montage.</p> <p>Combine digital and paint processes with layers of original painted or drawn elements</p>	cut, paste, daub, stamp, emblem, motif, ornamentation, geometric, abstract	Paul Klee Henri Matisse Faith Ringgold (textiles) Kazimir Malevich	

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Design, Evaluate and Develop	<p>Use sketchbooks to plan, record, develop, annotate & critically review ideas and artwork.</p> <p>Develop visual literacy by examining the way feelings and emotions, are communicated by the artist.</p> <p>Develop language to describe, modify and evaluate work on-going</p> <p>Talk about processes involved in own work.</p> <p>Select and record first hand observations as well as from secondary sources.</p> <p>Develop observational work i.e. examine proportion, shape and space from direct experience.</p> <p>To select visual information about a chosen topic and research independently.</p> <p>Find inspiration, compare ideas, methods and approaches in their own work and that of others and express opinions.</p> <p>Use the appropriate language of art and design to express a preference and include in discussion/explanation</p> <p>Be exposed to and develop an understanding of the importance of a diverse range of art, artists, craft makers and designers from around the world.</p> <p>Understand the cultural, social and historical development of art forms</p> <p>To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement.</p> <p>Begin to develop a knowledge of major schools of art and their proponents</p> <p>Begin to assess their own artwork against given criteria</p>	Evaluate, observe, properties, self-assess, annotate, adapt, starting point, sources, role and purpose, critically analyse, compare ideas, compare methods, symbolic, subtle, vibrant, representation, contrast, reflect, develop further.	<p>Mexico Maya Frieda Kahlo Diego Rivera Modern Greece Ancient Greece</p> <p>Narrative Poetry e.g. The Lady Of Shalott</p> <p>Take One Picture project – Penelope and her Suitors by Pintoricchio</p>	<ul style="list-style-type: none"> • To 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. • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques with a range of materials. • To find out about great artists, architects and designers in history.
Media and techniques				
Drawing	<p>Use a variety of tools together or separately: pencil (all grades), aquarelle, pastel, charcoal, etc. to make lines, shapes and marks on different surfaces e.g. different grades and colours of paper, acetate, chalk on playground floor, etc.</p> <p>Explore and draw shapes from observation; invent new shapes.</p> <p>Investigate tone by drawing light/dark lines, shading, patterns and shapes.</p> <p>Investigate texture further by describing, naming and using e.g. rubbing (frottage) and cross hatching techniques.</p> <p>Produce increasingly freehand accurate drawings of people e.g. eyes, faces, hands</p> <p>Begin to understand the concept of perspective.</p>	<p>Pencil grades: HB, B, 2B, 4B, 6B</p> <p>Perspective: representing 3D objects on 2D surface that looks natural</p> <p>Freehand- drawn without guiding instruments or measurement.</p>	<p>Leonardo Da Vinci Vincent Van Gogh Poonac</p>	
Painting	<p>Use a variety of paints: watercolour, ink, poster, water based acrylics, fabric, aquarelle/water soluble and experiment with differing effects and dilutions.</p> <p>Use a variety of tools: paintbrushes of different types (bristle and shape) and sizes to make lines, shapes and marks on a variety of surfaces e.g. different grades and colours of paper, canvas, fabric etc.</p> <p>Know how to preserve tools e.g. cleaning and storing of paintbrushes using water with/without detergent.</p> <p>Begin to understand and use the techniques and vocabulary appropriately: hue, tint, tone, shade and mood</p> <p>Begin to explore the use of texture in colours.</p> <p>Use colour notes effectively /precisely e.g. swatches/shade cards</p> <p>Consider the effect of light and shadow.</p> <p>Use colour for specific purpose e.g. to convey a mood, emulate an artists palette choices e.g. Mondrian, Lowry</p>	<p>Secondary colours</p> <p>Complementary colours</p> <p>Wash (on surface of paper)</p> <p>Hue: name of colour</p> <p>Intensity (high/low): strength of colour or faintness of colour.</p> <p>Tint: A colour mixed with white.</p> <p>Shade: A colour mixed with black</p> <p>Tone: How light falls on an object i.e. highlights (light is strongest, shadows (light is reduced).</p> <p>Line: horizontal, vertical, diagonal, thick, thin, straight, curved.</p>	<p>Jackson Pollock Marc Chagall Frida Kahlo Impressionists Pointillism Georges Seurat Bridget Riley</p>	
Printing	<p>Design and make printing blocks e.g. polystyrene tile, layers of card to create a relief block</p> <p>Create own abstract patterns to reflect personal experiences/expression.</p> <p>Create printed patterns for purposes e.g. decorate fabric</p> <p>Combine prints – different tiles or work collaboratively with others.</p>	Relief: Printing from a raised image.	<p>Andy Warhol Pop Art Matisse Jazz Book</p>	

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3D	<p>Explore line, shape and pattern in 3D</p> <p>Use clay slab to create a relief sculpture e.g. a decorative tile.</p> <p>Score the clay surface to prepare for joining two or more pieces.</p> <p>Handle tools appropriately and join using slip.</p> <p>Use wire to make an armature as a basic structure for sculpture</p> <p>Cut and use mod roc or paper machè to cover armature.</p> <p>Embellish work /use finishing techniques</p>	<p>Slab: flat piece of clay</p> <p>Scoring: roughen the surface for joining</p> <p>Glaze: paint onto dried/fired clay to finish off e.g. shiny or matt surface.</p> <p>Armature: wire /twisted paper/ cardboard etc structure to be covered with another material.</p> <p>Embellish – decorate/ornamentation of product.</p>	<p>Pablo Picasso</p> <p>Barbara Hepworth</p> <p>Alberto Giacometti</p>	
Mixed Media (including collage)	<p>Use combination of known techniques to produce collage.</p> <p>Plan and experiment with media and effects.</p> <p>Select and combine materials to embellish fabrics or paper to produce collage e.g. embroidery, fabric paint.</p> <p>Make fabrics – weaving looms, felt</p> <p>Decorate fabrics using paints and inks</p>	<p>Collage: paper, photographs, fabric and other ephemera are stuck to a supporting surface.</p> <p>Decoupage: gluing paper cut outs onto a surface.</p>	<p>Faith Ringgold</p>	

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Media and techniques				
Drawing	<p>Use a variety of tools and wet/dry media: pencil (all grades), aquarelle, pastel, charcoal, etc. to explore and make lines, shapes and marks on different surfaces e.g. different grades and colours of paper, acetate, chalk on playground floor, etc.</p> <p>Identify artists who have worked in a similar way and effects created.</p> <p>Explore and draw shapes from observation and from different perspectives; invent new shapes.</p> <p>Investigate tone by drawing light/dark lines, patterns and shapes.</p> <p>Investigate texture by describing, naming, rubbing (frottage).</p> <p>Produce increasingly accurate drawings of people taking into account proportion and contours.</p> <p>Understand the concept of perspective and begin to incorporate into own drawings.</p>	<p>Contour: outline bounding the shape or form</p> <p>Proportion: relationship in terms of size, dimension or one thing to another.</p> <p>Perspective : foreground, mid-ground and background.</p>	<p>M.C. Escher</p> <p>Salvador Dali</p> <p>Roy Lichtenstein</p> <p>Amedeo Modigliani – portraits</p>	
Painting	<p>Use a variety of paints: watercolour, ink, poster, oil, acrylics (water and oil based), fabric, aquarelle - selecting media for appropriate/desired effect.</p> <p>Use and/or make a variety of tools: "found materials" and paintbrushes of different types and sizes to make lines, shapes and marks on different surfaces e.g. different grades and colours of paper, canvas, fabric etc.</p> <p>Know how to preserve tools e.g. cleaning and storing of paintbrushes using water, detergent or white spirit (under supervision).</p> <p>Understand and use the techniques to produce: hue, tint, tone, shade and mood.</p> <p>Explore the use of texture in colours.</p> <p>Use colour notes precisely e.g. swatches/shade cards</p> <p>Combine visual qualities and techniques to show movement</p> <p>Examine spatial relationships in compositions and modify, where necessary, over a period of time.</p>		<p>Faith Ringgold</p> <p>Salvador Dali</p> <p>Gustave Klimt</p> <p>Edvard Munch</p> <p>Rene Magritte</p> <p>Takashi Murakami</p> <p>Hokusai</p>	

Subject content	Objectives	Vocabulary	Themes and Suggested Artists	NC Objectives
Printing	<p>Explore the effect of changing and combining colours using printing inks.</p> <p>Combine prints – different tiles or work collaboratively with others.</p> <p>Understand negative/positive spaces/reversals in screen printing</p> <p>Use equipment and learn stencil-making techniques to produce repeated images –stencilling and/or screen-printing.</p> <p>Know and understand the principles of etching in printing.</p> <p>Explore printing techniques used by various artists and the resultant final effect.</p>	<p>Stencil: application of paint/ink through surface with holes.</p> <p>Bleeding: colour goes beyond stencil</p> <p>Squeegee: equipment used to press colour through the screen</p> <p>Etching: cut or carve into a surface.</p>	<p>Dan Mather</p> <p>Andy Warhol</p> <p>M. C. Escher</p> <p>Joan Miro</p> <p>Yayoi Kusama</p> <p>Banksy (stencilling)</p>	
3D	<p>Explore line, shape and pattern in 3D</p> <p>Use more than one clay slab to create a relief sculpture e.g. a box, as a plinth for a figure.</p> <p>Score the clay surface to prepare for joining two or more pieces. Bring a greater level of finesse to delicacy of pieces.</p> <p>Handle tools appropriately and join using slip. Make own slip.</p> <p>Use wire to make an armature as a basic structure for sculpture. Ensure balance by using ballast for taller sculptures.</p> <p>Cut and use Mod roc or paper maché to cover armature. Experiment using a range of media to create authentic/ interesting finishes e.g. metallic crayon</p>	<p>Plinth – flat platform for sculpture.</p> <p>Ballast – weight to stop sculpture from toppling over.</p> <p>Slip: clay diluted with water to act as “glue”.</p> <p>Mod roc: plaster impregnated bandage</p>	<p>Pablo Picasso</p> <p>Henry Moore</p> <p>Andy Goldsworthy</p> <p>Antoni Gaudi</p> <p>Ferdinand Botero</p> <p>Salvador Dali</p>	
Mixed Media (including collage)	<p>Analyse and describe textures in source materials and through observation, scale of different object including overlapping shapes.</p> <p>Translate drawn composition into collage using tone and colour notes appropriately</p> <p>Use combination of known techniques to produce collage e.g. natural vegetable dyes, make felt, batik, silk painting.</p> <p>Discriminate more appropriately in use of materials and techniques.</p>	<p>mordant: fixes dye</p> <p>batik: wax resist dying technique</p> <p>gutta: paste for outlining shapes in silk painting.</p>	<p>Paul Klee</p> <p>Bridget Riley</p>	