

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

*'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -
Parable of the Wise and the Foolish Builders from Matthew 7:24-27*

Carleton Endowed CE (VA) Primary School

Whole School Art and Design Progression Map

Our Curricular Goal:

Art Essential Knowledge

Curricular Goal: Know how to use a range of materials and techniques to create a desired effect

KS2: How do I know how to use a range of materials and techniques to create a desired effect

KS1: How do I know how to use different materials and techniques



**EYFS
Essential
Knowledge**

**Year 1
Essential
Knowledge**

**Year 2
Essential
Knowledge**

**Year 3
Essential
Knowledge**

**Year 4
Essential
Knowledge**

**Year 5
Essential
Knowledge**

**Year 6
Essential
Knowledge**

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<p>Developing Ideas</p>	<ul style="list-style-type: none"> Look and talk about what they have produced, describing simple techniques and media used. 	<p>Start to record simple media explorations in a sketch book.</p>	<p>Use a sketchbook to plan and develop simple ideas. Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.</p>	<ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject 	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work</p>	<p>Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketchbook to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different</p>	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.
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				<ul style="list-style-type: none">• Make notes in a sketch book about techniques used by artists• Annotate ideas for improving their work through keeping notes in a sketch book <p>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.</p> <ul style="list-style-type: none">• Begin to indicate facial expressions in drawings• Begin to show consideration in the choice of pencil grade they use		<p>sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why.</p>	
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				Possible artists: Picasso, Hopper, Surrealism etc.			
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<p>Drawing</p>	<ul style="list-style-type: none"> • Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media. • Draw on different surfaces with a range of media. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. <p>Possible artists: Van Gogh, Seurat</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>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.</p> <ul style="list-style-type: none"> • Begin to indicate facial expressions in drawings • Begin to show consideration in the choice of pencil grade they use <p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to</p>	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of drawing. • This style may be through the development of: line, tone, pattern, texture. • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different purposes i.e.
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			<p>Possible artists: Durer, Da Vinci,</p>		<ul style="list-style-type: none"> • Further develop drawing a range of tones, lines using a pencil. • Include in their drawing a range of technique and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made • Attempt to show reflections in a drawing • Begin to use media and techniques (line, tone, colour) to show representation of 	<p>develop further simple perspective in their work using a single focal point and horizon.</p> <ul style="list-style-type: none"> • Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. 	<p>shading, hatching within their own work, understanding which works well in their work and why.</p> <ul style="list-style-type: none"> • 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
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					<p>movement in figures and forms.</p> <p>Possible artists: Goya, Sargent, Holbein.</p>	<p>Develop close observation skills using a variety of view finders.</p> <p>Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt</p>	<p>proportion in their paintings.</p> <p>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
Painting	<p>Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in</p>	<p>· Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore</p>	<p>· Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to</p>	<p>· Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. · Purposely control the types of marks made and</p>

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	<p>artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>a range of secondary colours, moving towards predicting resulting colours. Possible artists: Klimt, Marc, Klee, Hockney.</p>	<p>mixing colour shades and tones. Understand the colour wheel and · Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. · Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. Possible artists: Pollock, Riley, Monet, Aboriginal.</p>	<p>complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p>	<p>media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. · Work in the style of a selected artist (not copying). Possible artists: Hopper, Rembrandt.</p>	<p>create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. Possible artists: Lowry, Matisse, Magritte.</p>	<p>experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. · Mix colour, shades and tones with confidence building on previous knowledge. · Understanding which works well in their work and why.</p>
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3D	Enjoy using a variety of malleable media such as	Experiment in a variety 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.	Use equipment and media with increasing confidence. Use clay, modroc or other		Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil.
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	<p>clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.</p> <p>Possible artists: Moore, African,</p> <p>Native American</p>	<p>malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art.</p> <p>Possible artists: Hepworth, Arp,</p> <p>Nevelson, Gabo</p>	<p>Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using</p>	<p>necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man-made materials to create sculptures. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Possible artists: Egyptian Artefacts,</p> <p>Christo.</p>	<p>and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish. Gain experience in modelling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Show increasing confidence to carve a simple form., Use</p>	<p>· Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different 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</p>
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				<p>pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique.</p> <p>Possible artists: Calder, Segal,</p> <p>Leach, Kinetic, recycled found object sculptures from Africa and India (Flip-flop art).</p>		<p>language appropriate to skill and technique. Possible Artists: Frink, Balla, Andre</p> <p>Possible artists: Egyptian Artefacts,</p> <p>Christo.</p>	<p>skill and technique.</p> <p>Possible artists Have opportunity to explore modern and traditional arts.</p>
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Texture and Pattern	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art. Use printmaking to create a repeating pattern. Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.	· Demonstrate experience in surface patterns/ textures and use them when appropriate. · Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) · Express links between colour and emotion. Continue to explore printing simple pictures	Create textures and patterns with a wide range of drawing implements. Create textures and patterns with a wide range of drawing implements. Create art works from natural materials to show an awareness of different viewpoints of the same object. Print simple pictures using different printing techniques.	Experiment with different grades of pencil and other implements to achieve variations in tone. Use complimentary and contrasting colours for effect	Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. Use tools in a safe way.	Consider the use of colour for mood and atmosphere Demonstrate experience in a range of printmaking
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	<p>Enjoy taking rubbings: leaf, brick, coin. Simple pictures</p> <p>by printing from objects.</p> <ul style="list-style-type: none"> Develop simple patterns by using objects. Enjoy using stencils to create a picture. 	<p>Experience impressed printing:e.g. printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: e.g. String and card.</p> <ul style="list-style-type: none"> Begin to identify forms ofprinting: Books, posters pictures, fabrics. printmaking to create a repeating pattern. <p>Possible artists: Warhol, Hokusai</p> <p>Take a self-portrait or a photograph. Use a simple computer paint program to create a picture</p>	<p>with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <ul style="list-style-type: none"> Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour. <p>Possible artists: Hiroshige, Escher</p> <p>Understand how to use 'zoom' to</p>	<p>Continue to explore both mono-printing and relief printing.Demonstrate experience in 3colour printing.Demonstrate experience in combining prints taken from different objects to produce an end piece. Possible artists: Morris, Labelling</p> <p>Use printed images taken with a</p>	<p>Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece.Create repeating patterns.</p> <p>Possible artists: Rothenstein, Kunisada</p>	<p>Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</p> <p>Possible artists: Advertising, Bawden</p> <p>Scan an image or take digital photographs and use</p>	<p>techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further.Develop their own style using tonal contrast and mixed media. Possible artists: Have opportunity to explore modern and traditional arts. Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
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<p>Art through Technology</p>			<p>show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p> <p>Continue to explore the work of a range of artists, craft make and designers, making comparisons and describing the differences and similarities and making link to their own work.</p> <ul style="list-style-type: none"> · Express thoughts and feelings about a piece of art. · Reflect and explain the successes and challenges in a piece of art created. 	<p>digital camera and combine them with other media to produce art work</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>Take photographs and explain their creative vision</p>	<p>Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint</p>	<p>software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade.</p>	<p>Combine a selection of images using digital technology considering colour, size and rotation.</p>
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			<ul style="list-style-type: none"> · Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further. 				
<p>Responding to Art</p>	<ul style="list-style-type: none"> · Look and talk about what they have produced, describing simple techniques and media used. 	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <ul style="list-style-type: none"> · Explore the work of a range of 	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and</p>	<ul style="list-style-type: none"> · Discuss and review own and others work, expressing thoughts and feelings explaining their views. · Identify artists who have

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		<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>similarities and making links to their own work. · Express thoughts and feelings about a piece of art. · Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</p>	<p>disciplines, and making links to their own work · Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. · Respond to art from other cultures and other periods of time.</p>	<p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and</p>	<p>worked in a similar way to their own work.: Explore a range of great Artists, architects and designers in history.</p>
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KNOWLEDGE AND UNDERSTANDING	<p>FORMAL</p> <ul style="list-style-type: none">Mix primary colours to make secondary colours- Add white or black paint to alter tint or shade of colours.- Can use thin brushes to add details- Can independently select additional tools (stamps, rollers etc.) to improve their painting.- Create patterns or meaningful pictures when printing.- Draws with detail (bodies appropriately)						

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	<p>sized, limbs and additional features, observational drawing/ painting)</p> <ul style="list-style-type: none"> - Beginning to draw self-portraits, landscapes and building/ cityscapes - Joins items in a variety of ways (Sellotape, masking tape, string, split pins) <p>EXPERIENTIAL</p>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Teaching Sequence and Rationale	<p>Unit 1 <u>We teach this:</u> <u>We teach this now because:</u></p>	<p>Unit 1: PROJECT A DISCOVERING CHARCOAL DRAWING LIKE A CAVEMAN <u>We teach this:</u> Explore the potential of using charcoal for mark making</p>	<p>Unit 1: PROJECT A COLOUR WHEEL MINI BEAST ARTWORK <u>We teach this:</u> Explore the colour wheel and colour mixing</p>	<p>Unit 1: PROJECT A PART 1 QUENTIN BLAKE'S DRAWING <u>We teach this:</u> To make figurative drawings.</p> <p><u>We teach this now because:</u></p>	<p>Unit 1: PROJECT A ILLUSTRATING THE JABBERWOCKY <u>We teach this:</u> Explores drawing in relation to language</p>	<p>Unit 1: PROJECT A PART ONE SKETCHBOOK EXPLORATION <u>We teach this:</u> Develops drawing and sketch book work</p>	<p>Unit 1: PROJECT A EXPLORING SET DESIGN <u>We teach this:</u> Range of drawing and making and asks children to</p>

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		<p><u>We teach this now because:</u> Introduce children to the beginning of drawings and inspire mark making. PROJECT B WAX RESIST AUTUMN LEAVES SQUIGGLE DRAWING AND AUTUMN FLOOR DRAWINGS <u>We teach this:</u> Develop observational drawing skills. <u>We teach this now because:</u> Exploration of drawing media.</p>	<p>We teach this now because: Develop dexterity and decision making PROJECT B THE ANIMAL PARADE <u>We teach this:</u> To develop drawing, design, making and painting skills in one coherent project. <u>We teach this now because:</u> <i>Explores how 2 D becomes 3 D</i></p>	<p>Encourages children to really look at the figure and its personality. PROJECT A PART2 SCULPTURAL CHARACTERS <u>We teach this:</u> Develops drawing into making. <u>We teach this now because:</u> Explores seeing big shapes and gestures. PROJECT B MAKING DRAWINGS MOVE <u>We teach this:</u> Explores expression and character' <u>We teach this now because:</u> <u>Early introduction to animation</u></p>	<p><u>We teach this now because:</u> To develop experimental and elemental drawing. PROJECT B QUICK CLAY FIGURATIVE SKETCHES/MAKING A POCKET GALLERY <u>We teach this:</u> Introduces children to think about how we as humans might react to works of art. To encourage children to look at familiar objects in a new light.</p>	<p><u>We teach this now because:</u> Explores a variety of media. PART 2 SUPERSIZED JEWELLERY <u>We teach this:</u> Kick stars jewellery and making on a large scale. <u>We teach this now because:</u> Explores making and connects to design, theatre, fashion. PROJECT B HOW DOES THE SCULPTURE BALANCE</p>	<p>consider what makes a dramatic image <u>We teach this now because:</u> Promotes independent creative development and explores links with literature, language and the visual arts. PROJECT B SHADOW PUPPETS AND WHITEBOARDS <u>We teach this:</u> Builds upon the notion of story telling and introduces character. <u>We teach this now because</u></p>
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					<p><u>We teach this now because:</u> To develop clay sketching and sculptures. To think about 'What is Art?'</p>	<p><u>We teach this:</u> Enables an exploration of construction and introduces sculptural ideas. <u>We teach this now because</u> Explores concepts about balance.</p>	<p>Develops dexterity skills Explores dexterity.</p>
<p><u>Unit 2:</u> <u>We teach this:</u></p> <p><u>We teach this now because:</u></p>	<p><u>Unit 2:</u> <u>DRAWING SPIRALS</u> <u>DRAWING SPIRAL SNAILS</u> <u>We teach this:</u> Develop drawing skills and introduce pastel</p> <p><u>We teach this now because:</u> To help coordination and introduce scale.</p>	<p><u>Unit 2:</u> <u>PROJECT A</u> <u>We teach this:</u> <u>THE DRAWING CARTOON CHARACTERS</u> <u>We teach this:</u> Develop images with personality and character through observation and intention.</p> <p><u>We teach this now because:</u></p>	<p><u>Unit 2:</u> <u>PROJECT A</u> <u>A CHEERFUL ORCHESTRA</u> <u>We teach this:</u> Exploration of music and visual arts using one to inform understanding of the other.</p> <p><u>We teach this now because:</u> Opportunities for working on a variety</p>	<p><u>Unit 2:</u> <u>PROJECT A</u> <u>DRAGONS AND BIRDS IN EGGS</u> <u>We teach this</u> Combines drawing, printmaking and collage.</p> <p><u>We teach this now because:</u> Precursor to the Wax resist project</p>	<p><u>Unit 2:</u> <u>PROJECT A</u> <u>INSPIRED BY MIRO</u> <u>We teach this:</u> Explores automatic drawing as a surrealist technique</p>	<p><u>Unit 2:</u> <u>PROJECT A</u> <u>PART 1</u> <u>GRAPHIC INKY STILL LIFE</u> <u>We teach this:</u> Develops observational drawing.</p> <p><u>We teach this now because:</u> Explores composition and combines</p>	

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			<p>Working on different scales PROJECT B MAKING MONEY</p> <p><u>We teach this:</u> Explore relationship between drawing and making; <u>We teach this now because:</u> To work on different scales</p>	<p>of scale and in a variety of medium. PROJECTB TYPOGRAPHY FOR CHILDREN</p> <p><u>We teach this:</u> Introduces children to the concept of font design.</p> <p><u>We teach this now because:</u> Take inspiration from many different sources to invent something new.</p>	<p>WAX RESIST WITH COLOURED INKS <u>We teach this</u> Development of new techniques using coloured inks and Sgraffito</p> <p><u>We teach this now because:</u> Explores mark making and colour PROJECT B DRAWING WITH SCISSORS <u>We teach this:</u> Develops drawing, collage and printing skills <u>We teach this now because:</u> <i>To teach the children about interpretation of Art</i></p>	<p><u>We teach this now because:</u> Explores construction in 3D to 2D Explores drawing inspired by sound and mood.</p> <p>PROJECT B</p> <p>FLAT YET SCULPTURAL <u>We teach this:</u> Collage to sculptures.</p> <p><u>We teach this now because:</u> Explores scaling up.</p>	<p>drawing with making.</p> <p>PROJECT A - PART 2 STILL LIFE USING CARBON PAPER</p> <p><u>We teach this:</u> Develop still life and print making</p> <p><u>We teach this now because:</u> Enable creative and experimental thinking.</p> <p>PROJECT B Exploring Portraits PART 1</p> <p><u>We teach this:</u> Explores drawing on clay</p> <p><u>We teach this now because:</u></p>
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							<p>Exploration of drawing to relief work.</p> <p>PART 2 PAGE TO PANEL</p> <p><u>We teach this:</u></p> <p>Explores Manga style drawing. <u>We teach this now because:</u> Develop ideas about narrative and character into storyboards.</p>
	<p>Unit 3: <u>We teach this:</u></p>	<p>Unit 3: PLASTICINE PRINT MAKING PROJECT A <u>We teach this:</u> Introduce effective printmaking</p>	<p>Unit 3: PROJECT A MONO PRINTING WITH OIL PASTEL AND CARBON COPY PAPER</p>	<p>Unit 3: 3 D VISUAL MAP MAKING PROJECT A <u>We teach this:</u></p>	<p>Unit 3: PROJECT A DRAWING NESTS BUILDING NESTS <u>We teach this:</u></p>	<p>Unit 3: SHOW ME WHAT YOU SEE Project A Part 1</p>	<p>Unit 3: <u>We teach this:</u> CONQUERING SATS STRESS PROJECT A <u>We teach this:</u></p>

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	<p><u>We teach this now because:</u></p>	<p><u>We teach this now because:</u> Explore concept of negative /positive space. PROJECT B MAKING MAGICSPELLS <u>We teach this:</u> Consolidate learning of drawing and mark making. <u>We teach this now because:</u> Look at familiar objects in different ways.</p>	<p><u>DRESSING UP AS A FOSSIL</u> <u>We teach this:</u> Introduce mono printing Work on new mediums/mark making <u>We teach this now because:</u> Introduces installation art.</p>	<p>This project builds upon typography skills and enables children to create 3 D maps. <u>We teach this now because:</u> Combines drawing and making. PROJECT B FRUIT INSPIRED CLAY TILES DRAWING AND MAKING FLOWERS <u>We teach this:</u> Introduces working in relief in clay. Explores paper and wire. <u>We teach this now because:</u> Develop a creative response into 3 dimensions</p>	<p>Exploration of observational and experimental drawing of nests. <u>We teach this because</u> The project encourages children to experience at first hand how different media can be use to change the feel and character of a drawing. <u>We teach this:</u> Helps children recognise the skills they have which can be used towards building things in the physical world. <u>We teach this because</u></p>	<p><u>We teach this:</u> Enables children to make creative responses whilst gathering information. <u>We teach this now because:</u> Connects to architecture and can be adapted to any era SCULPTURES WITH PERSONALITY <u>Project A Part 2</u> <u>We teach this:</u> Understanding sculptures rather than models. <u>We teach this now because:</u></p>	<p>Explores transformation of materials. <u>We teach this now because:</u> Explores design and intention. PROJECT B PINCH POTS WAVE BOWLS <u>We teach this:</u> Explores 3 D Making Develops dexterity.. <u>We teach this now because:</u> <u>Explores design in greater depth</u></p>
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					<p>Challenges them to construct with a variety of materials towards a brief.</p> <p><u>PROJECT B</u> <u>THE</u> <u>THOUGHTFUL</u> <u>MARK MAKING</u></p> <p><u>BIRDS IN THE</u> <u>TREES</u></p> <p><u>We teach this:</u> Further develop mark making and hold the pen tool. Bring together a class art work.</p> <p><u>We teach this now</u> <u>because:</u> Explore composition.</p>	<p>Emphasis on how each child can feel enabled to make their own artwork and express their own personality.</p> <p><u>PROJECT B</u> <u>MAKING A</u> <u>FESTIVAL</u> <u>FEAST</u> <u>THE</u> <u>COMMUNAL</u> <u>PICNIC</u> <u>DRAWING</u></p> <p><u>We teach this:</u> Develops skills in construction ,lateral thinking,modelling and painting.</p> <p><u>We teach this now because:</u> Promotes collaboration in creativity.</p>	
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