



Bredbury Green Primary School: Rationale Behind The Art and Design Curriculum

	What we teach? (Minimum Requirement From NC)	Why we teach it now? (Rationale)	Key Vocabulary
Early Years	Expressive Arts and Design <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil correctly in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing 	Developing Artistic Vocabulary in Nursery: Thick, thin, light, dark, strong, soft, hard, bright, dark, colourful, print, pattern, shapes, clay, fold, cutting, sticking	
		Developing Artistic Vocabulary in Reception: Thick, thin, light, dark, strong, soft, hard, bright, light, dull, dark, colourful, print, pattern, repeating pattern, shapes, clay, fold, bend, sculpt, sculpture, cutting, sticking, texture	
EYFS	Inspiration <ul style="list-style-type: none"> Work purposefully, responding to colours, shapes and materials Create simple representation of people and other things 	Process <ul style="list-style-type: none"> Work spontaneously and enjoy the act of making/creating Sustain concentration and control when experimenting with tools and materials 	Exhibit <ul style="list-style-type: none"> Recognise and describe key features of their own and others' work Explain what they are doing and why
Year 1 Autumn	Sculpture – Natural Materials Artist: Andy Goldsworthy STRUCTURES <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. Experiment with constructing and joining recycled, natural and manmade materials, accurately making simple joins Manipulate malleable materials for a purpose, changing their surfaces and textures with tools Recognise natural and manmade forms and how they can use a range of materials to replicate them 	Builds on: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Prepares for: <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading Use 2D shapes to create a 3D form and replicate patterns in a 3D form Use Gormley as inspiration for their own work 	Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Natural material Curve Form Clay Impress Texture
Year 1 Spring	Painting - Portrait Artist: Pablo Picasso CAUSE AND EFFECT <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. Use a variety of tools and techniques including different brush sizes and types. Identify primary colours by name; mix and match colours to artefacts and objects 	Builds on: <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Prepares for: <ul style="list-style-type: none"> Experiment with tools and techniques e.g. layering, mixing media, scraping through layers Mix colours and independently know which primary colours make secondary colours, as well as investigating making as many tones of one colour as possible (using white) Explain how their own work replicates that of the artist studied 	Blend Bright Primary Secondary Warm Vibrant Deep Picasso Shape Match

	<ul style="list-style-type: none"> Find collections of colours in Picasso's work and aim to replicate them in their own 		
Year 1 Summer	<p>Drawing – City Scene Artist: Lowry INFLUENCE</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. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk Control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses Investigate textures by describing, naming, rubbing, copying 	<p>Builds on:</p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>Prepares for:</p> <ul style="list-style-type: none"> Experiment with and invent new lines and create patterns and textures Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Use a range of different materials to draw, using dots and lines to demonstrate patterns and texture 	<p>Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Lowry Cityscape</p>
Year 1	<ul style="list-style-type: none"> Recognise that ideas are expressed through art and by artists Experiment with an open mind e.g. using a range of materials in one piece Show interest in and describe what they think about the work of others 	<ul style="list-style-type: none"> Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics or qualities 	<ul style="list-style-type: none"> Recognise and describe some simple characteristics of different kinds of art, craft and design Know the names of tools, techniques and formal elements they use
Year 2 Autumn	<p>Collage/Drawing - Christmas Cards APPRECIATION</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. Experiment with and invent new lines and create patterns and textures Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Use a range of different materials to draw, using dots and lines to demonstrate patterns and texture 	<p>Builds on:</p> <ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk Control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses Investigate textures by describing, naming, rubbing, copying <p>Prepares for:</p> <ul style="list-style-type: none"> Discuss Hokusai's inspiration and process for his painting Select appropriate materials to create a collage of The Great Wave Evaluate their successes and how they could improve 	<p>Frame Position Boundary Label Line Symbol Practical Impractical Change Improve Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven</p>
Year 2 Spring	<p>Sculpture - Body Artist: Anthony Gormley STRUCTURES</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 Manipulate malleable materials in a variety of ways including rolling and kneading Use 2D shapes to create a 3D form and replicate patterns in a 3D form 	<p>Builds on:</p> <ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural and manmade materials, accurately making simple joints Manipulate malleable materials for a purpose, changing their surfaces and textures with tools Recognise natural and manmade forms and how they can use a range of materials to replicate them <p>Prepares for:</p> <ul style="list-style-type: none"> Design elements of a shield where mod rock can be used and evaluate sustainability Plan and develop ideas, creating different patterns and textures Compare their own work to that of original Roman shields 	<p>Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture Gormley Angel of the North</p>

	<ul style="list-style-type: none"> Use Gormley as inspiration for their own work 		
Year 2 Summer	<p>Mixed Media – Bee Art Artist: Matthew Willey CAUSE AND EFFECT</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 Experiment with tools and techniques e.g. layering, mixing media, scraping through layers Mix colours and independently know which primary colours make secondary colours, as well as investigating making as many tones of one colour as possible (using white) Explain how their own work replicates that of the artist studied 	<p>Builds on:</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Identify primary colours by name; mix and match colours to artefacts and objects Find collections of colours in Picasso’s work and aim to replicate them in their own <p>Prepares for:</p> <ul style="list-style-type: none"> Mix colours, shades and tones with increased confidence Use a range of brush techniques; apply colour using dotting, scratching and splashing Explain how different brush techniques affect a painting 	Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy
Year 2	<ul style="list-style-type: none"> Try a range of different activities and make sensible choices about what to do next, considering the art work of others as inspiration Use drawing, painting and sculpture to record ideas and experiences of themselves and others When looking at creative work, express clear preferences and give some reasons for these 	<ul style="list-style-type: none"> Deliberately choose to use particular techniques for a given purpose Develop and exercise care and control over the range of materials they use e.g. not accepting their first mark on a page but seek to refine and improve 	<ul style="list-style-type: none"> Talk about the materials, techniques and processes they have used, using an appropriate vocabulary Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
Year 3 Autumn	<p>Collage - ‘The Great Wave’ Artist: Hokusai POWER</p> <ul style="list-style-type: none"> 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. Discuss Hokusai’s inspiration and process for his painting Select appropriate materials to create a collage of The Great Wave Evaluate their successes and how they could improve 	<p>Builds on:</p> <ul style="list-style-type: none"> Experiment with and invent new lines and create patterns and textures Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Use a range of different materials to draw, using dots and lines to demonstrate patterns and texture <p>Prepares for:</p> <ul style="list-style-type: none"> Use hatching and cross-hatching to show depth and shadow, and shading to suggest form Draw a repertoire of lines and shapes using appropriate pencil grip Discuss the processes they are using, taking account of architecture as inspiration 	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Background
Year 3 Spring	<p>Sculpture – Roman Shield INFLUENCE</p> <ul style="list-style-type: none"> 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] Design elements of a shield where mod rock can be used and evaluate sustainability Plan and develop ideas, creating different patterns and textures Compare their own work to that of original Roman shields 	<p>Builds on:</p> <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading Use 2D shapes to create a 3D form and replicate patterns in a 3D form Use Gormley as inspiration for their own work <p>Prepares for:</p> <ul style="list-style-type: none"> Create and combine shapes using solid materials, creating different patterns and textures Plan and develop ideas using different joining methods of construction, drawing and research as preparatory work Compare their work to that of others and suggest solutions to help them improve 	Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional Sustainability Pattern
Year 3	Painting – Cave Paintings	Builds on:	Abstract Natural

Summer	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> 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] Mix colours, shades and tones with increased confidence Use a range of brush techniques; apply colour using dotting, scratching and splashing Explain how different brush techniques affect a painting 	<ul style="list-style-type: none"> Experiment with tools and techniques e.g. layering, mixing media, scraping through layers Mix colours and independently know which primary colours make secondary colours, as well as investigating making as many tones of one colour as possible (using white) Explain how their own work replicates that of the artist studied <p>Prepares for:</p> <ul style="list-style-type: none"> Create different textures and effects with paint according to what is needed for the task Mix and use tints and shades, observing changes in colour Describe some of the key elements of Anglo-Saxon design and how they have achieved it in their artwork 	<p>Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, turquoise Intense Strong Opaque Translucent Shade Background Foreground Middle ground</p>
Year 3	<ul style="list-style-type: none"> Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Describe the work of some artists, craftspeople, architects and designers 	<ul style="list-style-type: none"> Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques Select, and use appropriately, a variety of materials and techniques within their own work 	<ul style="list-style-type: none"> Take time to reflect on what they like and dislike about their own work and how to improve it Explain how to use some of the tools and techniques they have chosen to work with and why
Year 4 Autumn	<p>Painting - Anglo Saxon tile design</p> <p>SIGNIFICANCE</p> <ul style="list-style-type: none"> 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] Create different textures and effects with paint according to what is needed for the task Mix and use tints and shades, observing changes in colour Describe some of the key elements of Anglo-Saxon design and how they have achieved it in their artwork <p>Sculpture - Brooch design</p> <p>APPRECIATION</p> <ul style="list-style-type: none"> 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] Create and combine shapes using solid materials, creating different patterns and textures Plan and develop ideas using different joining methods of construction, drawing and research as preparatory work Compare their work to that of others and suggest solutions to help them improve 	<p>Builds on:</p> <ul style="list-style-type: none"> Mix colours, shades and tones with increased confidence Use a range of brush techniques; apply colour using dotting, scratching and splashing Explain how different brush techniques affect a painting <p>Prepares for:</p> <ul style="list-style-type: none"> Develop a painting from a drawing, using identified primary, secondary, contrasting and complimentary colours Understand the language of hue, tint, tone, shade; use colour for specific reasons e.g. to reflect mood Describe processes used and how they have taken account of Holbein's work in their own piece <p>Builds on:</p> <ul style="list-style-type: none"> Design elements of a shield where mod rock can be used and evaluate sustainability Plan and develop ideas, creating different patterns and textures Compare their own work to that of original Roman shields <p>Prepares for:</p> <ul style="list-style-type: none"> Investigate and exploit the potential of new and familiar materials to create replica Viking jewellery Use tools and materials to carve, add shape, add texture and pattern whilst considering joining and cutting skills Analyse and reflect on their progress, taking account of what they wanted to achieve 	<p>Imprint Impression Mould Background Pounce Marbling Surface Absorb Stencil Negative image Positive image Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate</p> <p>Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p>
Year 4 Spring	<p>Drawing - Ancient Egypt Architecture</p> <p>APPRECIATION</p> <ul style="list-style-type: none"> 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] Use hatching and cross-hatching to show depth and shadow, and shading to suggest form 	<p>Builds on:</p> <ul style="list-style-type: none"> Discuss Hokusai's inspiration and process for his painting Select appropriate materials to create a collage of The Great Wave Evaluate their successes and how they could improve <p>Prepares for:</p> <ul style="list-style-type: none"> Use hatching, cross-hatching, stippling and blending to show depth and shadow and shading to suggest form with increasing confidence Understand how light and dark can be represented by pencil control Understand the cultural contexts and intentions of Greek temples and how this is reflected in their own piece 	<p>Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Landscape Appearance</p>

	<ul style="list-style-type: none"> • Draw a repertoire of lines and shapes using appropriate pencil grip • Discuss the processes they are using, taking account of architecture as inspiration 		
Year 4	<ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome • Describe some of the key ideas, techniques and working practises of a variety of artists, craftspeople, architects and designers they have studied 	<ul style="list-style-type: none"> • Investigate the nature and qualities of different materials and processes systematically • Apply the technical skills that they are learning to improve the quality of their work 	<ul style="list-style-type: none"> • Regularly reflect upon their own work, and use comparisons to the work of others (pupils and artists) to identify how to improve • Demonstrate and discuss how the tools they have chosen to work with should be used effectively and with safety
Year 5 Autumn	<p>Painting – Henry VIII portrait Artist: Hans Holbein the Younger SIGNIFICANCE</p> <ul style="list-style-type: none"> • 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. • Develop a painting from a drawing, using identified primary, secondary, contrasting and complimentary colours • Understand the language of hue, tint, tone, shade; use colour for specific reasons e.g. to reflect mood • Describe processes used and how they have taken account of Holbein’s work in their own piece 	<p>Builds on:</p> <ul style="list-style-type: none"> • Create different textures and effects with paint according to what is needed for the task • Mix and use tints and shades, observing changes in colour • Describe some of the key elements of Anglo-Saxon design and how they have achieved it in their artwork <p>Prepares for:</p> <ul style="list-style-type: none"> • Identify and use primary, secondary, complimentary and contrasting colours and comment on what works well in their own work • Use colour and technique to convey feelings, mood, atmosphere and light effects • Describe, interpret and explain the work, ideas and practices of other artists and evaluate how they have used them in their own work 	<p>Traditional Representational Imaginary Modern Abstract Portraiture Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense</p>
Year 5 Spring	<p>Drawing – Ancient Greek Temples APPRECIATION & CAUSE AND EFFECT</p> <ul style="list-style-type: none"> • 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] • Use hatching, cross-hatching, stippling and blending to show depth and shadow and shading to suggest form with increasing confidence • Understand how light and dark can be represented by pencil control • Understand the cultural contexts and intentions of Greek temples and how this is reflected in their own piece 	<p>Builds on:</p> <ul style="list-style-type: none"> • Use hatching and cross-hatching to show depth and shadow, and shading to suggest form • Draw a repertoire of lines and shapes using appropriate pencil grip • Discuss the processes they are using, taking account of architecture as inspiration <p>Prepares for:</p> <ul style="list-style-type: none"> • Independently select and effectively use relevant processes in order to create a cohesive final piece • Provide a reasoned evaluation of their own and Kahlo’s work, taking account of context and intentions • Independently take action to refine their technical and craft skills 	<p>Viewpoint Distance Direction Angle Perspective Modify Bird’s eye view Alter Interior Exterior Natural form Vista Panorama Image Subject</p>
Year 5 Summer	<p>Sculpture – Viking Jewellery INFLUENCE</p> <ul style="list-style-type: none"> • 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] • Investigate and exploit the potential of new and familiar materials to create replica Viking jewellery • Use tools and materials to carve, add shape, add texture and pattern whilst considering joining and cutting skills • Analyse and reflect on their progress, taking account of what they wanted to achieve 	<p>Builds on:</p> <ul style="list-style-type: none"> • Create and combine shapes using solid materials, creating different patterns and textures • Plan and develop ideas using different joining methods of construction, drawing and research as preparatory work • Compare their work to that of others and suggest solutions to help them improve <p>Prepares for KS3:</p> <ul style="list-style-type: none"> ▪ to use a range of techniques and media, including painting ▪ to increase their proficiency in the handling of different materials ▪ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	<p>Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment</p>

Year 5	<ul style="list-style-type: none"> Engage in open ended research and exploration in the process of initiating and developing Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural contexts and intentions 	<ul style="list-style-type: none"> Confidently investigate and exploit the potential of new and unfamiliar materials e.g. try out several different ways of using tools and materials that are new to them Use their acquired technical expertise to make work which effectively reflects their ideas and intentions 	<ul style="list-style-type: none"> Regularly analyse and reflect on their progress, taking account of what they hoped to achieve Describe the processes they are using and how they hope to achieve/have achieved high quality outcomes
Year 6 Autumn	<p>Mixed Media Portraiture Artist: Frida Kahlo APPRECIATION and POWER</p> <ul style="list-style-type: none"> 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. Independently select and effectively use relevant processes in order to create a cohesive final piece Provide a reasoned evaluation of their own and Kahlo's work, taking account of context and intentions Independently take action to refine their technical and craft skills 	<p>Builds on:</p> <ul style="list-style-type: none"> Use hatching, cross-hatching, stippling and blending to show depth and shadow and shading to suggest form with increasing confidence Understand how light and dark can be represented by pencil control Understand the cultural contexts and intentions of Greek temples and how this is reflected in their own piece <p>Prepares for KS3: Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 	<p>Balance Direction Dynamic Imbalance Poised Transition Viewpoint Portraiture Cutting Shapes Sticking Texture Rough Soft Smooth Hard, Delicate Overlap Uneven Positive Negative Foreground Middle ground Background</p>
Year 6 Spring	<p>Painting – World War STRUCTURES and POWER</p> <ul style="list-style-type: none"> 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. Identify and use primary, secondary, complimentary and contrasting colours and comment on what works well in their own work Use colour and technique to convey feelings, mood, atmosphere and light effects Describe, interpret and explain the work, ideas and practices of other artists and evaluate how they have used them in their own work 	<p>Builds on:</p> <ul style="list-style-type: none"> Develop a painting from a drawing, using identified primary, secondary, contrasting and complimentary colours Understand the language of hue, tint, tone, shade; use colour for specific reasons e.g. to reflect mood Describe processes used and how they have taken account of Holbein's work in their own piece <p>Prepares for KS3:</p> <ul style="list-style-type: none"> to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	<p>Traditional Modern Abstract Imaginary Inanimate Composition Arrangement Complimentary Tonal Shading</p>
Year 6 Summer	<p>Computer-aided Design – Suffragettes INFLUENCE and POWER</p> <ul style="list-style-type: none"> 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] Independently develop a range of ideas which show curiosity, imagination and originality Select and effectively use CAD to create successful finished work Provide a reasoned evaluation of their own and professional's work which takes account of starting points, intentions and context 	<p>Prepares for KS3: Key stage 3</p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 	<p>CAD Design Influential Propaganda Font Impact SVG</p>

Year 6	<ul style="list-style-type: none"> Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches e.g. sketchbooks will show in advance how work will be produced and how the qualities of materials will be used Describe, interpret and explain the work, ideas and working practises of some significant artists, craftspeople, designers and architects taking account of the different historical, cultural and social contexts in which they worked 	<ul style="list-style-type: none"> Independently take actions to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work 	<ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work Use and describe the technical vocabulary and techniques for modifying the qualities of different materials and processes
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