







Our Art & Design Curriculum 2022/23



Art Overview

Year 1	Drawing: Make your mark	Sculpture and 3D: Paper Play	Painting and Mixed Media: Colour Splash
Year 2	Painting and mixed media: Beside the seaside	Drawing: Tell a story	Craft & Design: Map it Out
Year 3	Drawing: Growing Artists	Painting & Mixed Media: Light and Dark	Sculpture and 3D: Abstract Shape and Space
Year 4	Painting & mixed media – Prehistoric art	Craft & Design: Fabric of Nature	Drawing: Power Prints
Year 5	Drawing: I need space	Painting and mixed media: Portraits	Craft & Design: Architecture
Year 6	Drawing: Make my voice heard	Painting and Mixed Media: artist study	Sculpture and 3D: Making memories

Aspects of Art & Design

Aspect of Art		Description
	<p>Drawing (Covered in all year groups)</p>	<p>In these units, children begin exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. Children will use sketchbooks to record observations and plans as drawings. They also learn about how artists develop their ideas using drawings.</p>
	<p>Painting & Mixed Media (Covered in all year groups)</p>	<p>Whilst developing their painting and mixed media skills, children will develop painting skills including colour mixing, painting on a range of surfaces and painting with different tools. Children will also explore the interplay between different media within an artwork.</p>
	<p>Sculpture and 3D (Covered in Y1, Y3 & Y6)</p>	<p>In these units, children will investigate ways to express ideas in three-dimensions. They will explore constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. Children will also develop drawn ideas into sculpture</p>
	<p>Craft and Design (Covered in Y2, Y4 & Y5)</p>	<p>During these units, children will design and make art for different purposes, considering how this works in creative industries. They will learn new making techniques, comparing these and making decisions about which to use to achieve a particular outcome. Children will also develop personal, imaginative responses to a design brief</p>

EYFS - Nursery

	Throughout their time in Early Years, children are exposed to the following Kapow units through their continuous provision and through focussed task, taught activities. Children have regular opportunities to engage with the arts, enabling them to explore, embed and play with a wide range of media and materials.		
Analytical and Evaluative Skills	<ul style="list-style-type: none"> • Begin to look at art and talk about what they like. • Talk about their own artwork, stating what they feel they did well. 		
	Drawing: Marvellous Marks	Painting & Mixed Media: Paint my World	Seasonal Crafts
Key skills	<ul style="list-style-type: none"> • Be encouraged to talk about their ideas with an adult. • Experiment with mark making in an exploratory way in different materials e.g. finger mark making in rice, gelli baff, playdough. • Use Art on different scales e.g. outdoor large-scale mark making. • Use a range of found materials e.g. sticks, forks to manipulate paint. • Explore drawing materials such as pencils, chalk and wax crayons. • Work on a range of materials of different textures (e.g. playground, chalkboards, easels, textured card). • Begin to develop observational skills by using mirrors to include the main features of faces in their drawings – mirrors, images of faces readily available in provision. 	<ul style="list-style-type: none"> • Begin to explore different ways to use paint and a range of media according to their interests and ideas. • Explore paint including different application methods (fingers, splatter, natural materials - mud, pads, paintbrushes.) • Enjoy using different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. • Begin to use mixed-media scraps to create child-led artwork with no specific outcome. • Daily choice of media for children to access independently. 	<p>To create directed craft products (e.g cards, decorations, calendars) throughout the year at key times (e.g Christmas, Easter, Halloween).</p> <p>To create these items using different mark-makers, a range of paints and brushes, card and paper of different textures, sizes, colours and shapes, clay or other modelling materials and collage materials.</p>
Links to EYFS outcomes	<p><u>Physical development</u> Develops small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <p><u>Expressive arts and design</u> Explore, use and refine a variety of artistic effects to express ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><u>Characteristics of effective learning</u> Playing and exploring.</p>		

EYFS - Reception

	Throughout their time in Early Years, children are exposed to the following Kapow units through their continuous provision and through focussed task, taught activities. Children have regular opportunities to engage with the arts, enabling them to explore, embed and play with a wide range of media and materials.		
Analytical and Evaluative Skills	<ul style="list-style-type: none"> • Enjoy looking at and talking about art. • Talk about their artwork, stating what they feel they did well. 		
	Drawing: Marvellous Marks	Painting & Mixed Media: Paint my World	Sculpture & 3D: Creation Station
Key Skills	<ul style="list-style-type: none"> • Talk about their ideas with their adults and peers with more confidence and explore different ways to record these ideas. • Experiment with mark making with more focus/ purpose e.g. beginning to write, observational drawing tasks. • Use a range of drawing materials from large outdoor chalks to fine paintbrushes. • Work on a range of materials of different textures (e.g. playground, bark, textured card and paper). • Begin to develop observational skills by using mirrors to include the main features of faces in their drawings including further details. 	<ul style="list-style-type: none"> • Explore different ways to use paint and a range of media according to their interests and ideas through provision. • Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) • Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. • Work on focussed/ adult led tasks with a purpose/outcome. • Use mixed-media scraps to create child-led artwork with no specific outcome. • Create large art pieces produced collaboratively. 	<ul style="list-style-type: none"> • Explore and play with clay and playdough to make child-led creations. • Push, pull and twist a range of modelling materials to affect the shape. • Create child-led 3D forms from natural materials. • Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.
Links to EYFS outcomes	<p><u>Physical development</u> Develops small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <p><u>Expressive arts and design</u> Explore, use and refine a variety of artistic effects to express ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><u>Characteristics of effective learning</u> Playing and exploring.</p>		

Year 1

	Autumn	Spring	Summer
	Drawing: Make your mark	Sculpture and 3D: Paper Play	Painting and Mixed Media: Colour Splash
Analytical and Evaluative Skills	<ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas in an open-ended way. • Describe similarities and differences between practices in Art and Design, e.g. between painting and sculpture and link these to their own work. • Describe and compare features of their own and others' art work. 		
Key Knowledge (across the year)	<ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue and know that primary colours can be mixed to make secondary colours (COLOUR) • To know that three-dimensional art is called sculpture (FORM) • Know that we can change paper from 2D to 3D by folding, rolling and scrunching it (FORM) • Know a range of 2D shapes and confidently draw these (SHAPE) • Know that paper can be shaped by cutting and folding it (SHAPE) • Know that drawing tools can be used in a variety of ways to create different lines (LINE) • Know that lines can represent movement in drawings (LINE) • Know that a pattern is a design in which shapes, colours or lines are repeated (PATTERN) • Know that texture means 'what something feels like' (TEXTURE) • Know that different marks can be used to represent the textures of objects (TEXTURE) • Know that different drawing tools make different marks (TEXTURE) • Know that 'tone' in art means 'light and dark' (TONE) • Know that we can add tone to a drawing by shading and filling a shape (TONE) 		
Key Skills	<ul style="list-style-type: none"> • Use a range of drawing materials such as pencils, chalk, pastels, felt tips and pens. • Begin to develop observational skills to look closely and reflect surface texture through mark making. • To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. 	<ul style="list-style-type: none"> • Use their hands to manipulate a range of modelling materials, paper and card. • Explore how to join and fix materials in place. • Create 3D forms to make things from their imagination or recreate things they have seen. • Using paper and card in a range of different ways e.g. scrunching, folding, zig-zagging. 	<ul style="list-style-type: none"> • Experiment with paint, using a wide variety of tools (e.g. brushes, sponges and fingers) to apply paint to a range of different surfaces. • Begin to explore colour mixing developing an understanding of primary and secondary colours. • Play with combinations of materials to create simple collage effects. Select materials based on their properties e.g. shiny / soft.
New Vocab	<ul style="list-style-type: none"> • Geometric • Horizontal • Irregular • Line • Observation • Regular • Texture • Vertical 	<ul style="list-style-type: none"> • Cylinder • Detail • Sculpture • Three dimensional (3D) • Two dimensional (2D) 	<ul style="list-style-type: none"> • Hue • Mix • Pattern • Primary colours • Print • Secondary colours
Vocab to revise	<ul style="list-style-type: none"> • Mark Making 		
Artists	<ul style="list-style-type: none"> • Bridget Riley • Zaria Forman • Wassily Kandinsky 	<ul style="list-style-type: none"> • Louie Bourgeois • Samantha Stephenson 	<ul style="list-style-type: none"> • Jasper Johns • Clarice Cliff

Year 2

	Autumn	Spring	Summer
	Painting and Mixed media: Beside the seaside	Drawing: Tell a story	Craft & Design: Map it Out
Analytical and Evaluative Skills	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. • Talk about art they have seen using some appropriate subject vocabulary. • Be able to make links between pieces of art • Explain their ideas and opinions about their own and others' art work, giving reasons. • Begin to talk about how they could improve their own work. 		
Key Knowledge (across the year)	<ul style="list-style-type: none"> • Know that different amounts of paint and water can be used to mix hues of secondary colours. (COLOUR) • Know that colours can be mixed to 'match' real life objects or to create things from your imagination. (COLOUR) • Know that colour can be used to show how it feels to be in a particular place, e.g. the seaside. (COLOUR) • Know that 'composition' means how things are arranged on the page. (FORM) • Know that pieces of clay can be joined using the 'scratch and slip' technique. (FORM) • Know that a clay surface can be decorated by pressing into it or by joining pieces on. (FORM) • Know that collage materials can be shaped to represent shapes in an image. (SHAPE) • Know that shapes can be organic (natural) and irregular. (SHAPE) • Know that shapes can be geometric if they have mostly straight lines and angles. (SHAPE) • Know that patterns can be made using shapes. (SHAPE) • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. (LINE) • Know that surface rubbings can be used to add or make patterns. (PATTERN) • Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. (PATTERN) • Know that patterns can be used to add detail to an artwork. (PATTERN) • Know that collage materials can be chosen to represent real-life textures. (TEXTURE) • Know that collage materials can be overlapped and overlaid to add texture. (TEXTURE) • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. (TEXTURE) • Know that painting tools can create varied textures in paint. (TEXTURE) • Know that shading helps make drawn objects look more three dimensional. (TONE) • Know that different pencil grades make different tone. (TONE) 		
Key Skills	<ul style="list-style-type: none"> • Begin to develop some control when painting, applying knowledge of colour and how different media behave: e.g adding water to thin paint. • Create a range of secondary colours by using different amounts of each starting colour or adding water. • Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects. 	<ul style="list-style-type: none"> • Further develop mark-making within a greater range of media including charcoal, demonstrating increased control. • Develop observational skills to look closely and reflect surface texture through mark-making. • Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grades (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. 	<ul style="list-style-type: none"> • Respond to a simple design brief with a range of ideas. • Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. • Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.
New Vocab	<ul style="list-style-type: none"> • Mixing 	<ul style="list-style-type: none"> • Charcoal • Cross-hatching • Scribbling • Concertina • Expression • Stippling 	<ul style="list-style-type: none"> • Imaginary • Inspired • Landmarks • Shape • Composition • Mosaic • Curator • Design brief
Vocab to revise	<ul style="list-style-type: none"> • Texture • Collage • Primary colours • Secondary colours 	<ul style="list-style-type: none"> • Illustrations • Illustrator 	<ul style="list-style-type: none"> • Design • Texture • Pattern
Artists Covered	<ul style="list-style-type: none"> • Romare Bearden 	<ul style="list-style-type: none"> • Quentin Blake 	<ul style="list-style-type: none"> • Josef Albers • Matthew Cuzick

Year 3

	Autumn	Spring	Summer
	Drawing: Growing Artists	Painting and Mixed Media: Light and Dark	Sculpture and 3D: Abstract Shape and Space
Analytical and Evaluative Skills	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. • Confidently explain their ideas and opinions about their own and others' art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work. 		
Key Knowledge (across the year)	<ul style="list-style-type: none"> • Know that using light and dark colours next to each other creates contrast. (COLOUR) • Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. (COLOUR) • To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (FORM) • To know that organic forms can be abstract. (FORM) • To know that negative shapes show the space around and between objects. (SHAPE) • To know that artists can focus on shapes when making abstract art. (SHAPE) • To know that different drawing tools can create different types of lines. (LINE) • To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). (PATTERN) • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. (TEXTURE) • To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. (TONE) • To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. (TONE) 		
Key Skills	<ul style="list-style-type: none"> • Confidently use of a range of materials, selecting and using these appropriately with more independence. • Draw with expression and begin to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> • Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks. • Mix colours with greater accuracy and begin to consider how colours can be used expressively. • Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. 	<ul style="list-style-type: none"> • Able to plan and think through the making process to create 3D forms using a range of materials. • Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). • Experiment with combining found objects and recyclable material to create sculpture.
New Vocab	<ul style="list-style-type: none"> • Abstract • Botanical art • Composition • Organic • Scale • Shading • Tone 	<ul style="list-style-type: none"> • Proportion • Shadow • Still Life • Tint 	<ul style="list-style-type: none"> • Found objects • Sculptor • Negative space • Positive space
Vocab to revise	<ul style="list-style-type: none"> • Geometric • Texture 	<ul style="list-style-type: none"> • Composition • Hue • Shade • Tone 	<ul style="list-style-type: none"> • Sculpture • Structure • 3-dimensional • Abstract
Artists Covered	Georgia O'Keefe Maud Purdy	Clara Peters	Ruth Asawa Anthony Caro

Year 4

	Autumn	Spring	Summer
	Painting and Mixed Media – Prehistoric art	Craft and Design – Fabric of Nature	Drawing – Power Prints
Analytical and Evaluative Skills	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made. 		
Key Knowledge (across the year)	<ul style="list-style-type: none"> • To know that adding black to a colour creates a shade. (COLOUR) • To know that adding white to a colour creates a tint. (COLOUR) • To know that using lighter and darker tints and shades of a colour can create a 3D effect. (FORM) • Know that simple 3D forms can be made by creating layers, by folding and rolling materials.(FORM) • To know how to use basic shapes to form more complex shapes and patterns. (SHAPE) • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. (LINE) • To know that patterns can be irregular, and change in ways you wouldn't expect. (PATTERN) • To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. (PATTERN) • To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. (TEXTURE) • To know that using lighter and darker tints and shades of a colour can create a 3D effect. (TONE) • To know that tone can be used to create contrast in an artwork. (TONE) 		
Key Skills	<ul style="list-style-type: none"> • Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. • Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. • Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. 	<ul style="list-style-type: none"> • Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. • Design and make art for different purposes and begin to consider how this works in creative industries. 	<ul style="list-style-type: none"> • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Use growing knowledge of different drawing materials, combining media for effect. • Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.
New Vocab	<ul style="list-style-type: none"> • Drawing medium • Pigment • Prehistoric • Smudging • Stone Age 	<ul style="list-style-type: none"> • Rainforest • Imagery • Colour palette • Mood board • Batik • Symmetrical 	<ul style="list-style-type: none"> • Collaborate • Engraving • Printing Techniques • Wax-resist
Vocab to revise	<ul style="list-style-type: none"> • Charcoal • Proportion • Scale Up 	<ul style="list-style-type: none"> • Inspiration • Theme • Design • Designer • Pattern • Texture • Repeat • Repeating 	<ul style="list-style-type: none"> • Collage • Composition • Proportion • Shading • Tone
Artists Covered	N/A	Ruth Daniels Senaka Senanayake William Morris Megan Carter	Georges Seurat Ed Ruscha Fernando Botero Alberto Giacometti Henry Moore Henri Matisse

Year 5

	Autumn	Spring	Summer
	Drawing: I need space	Painting and Mixed Media: Portraits	Craft and Design: Architecture
Analytical and Evaluative Skills	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 		
Key Knowledge (across the year)	<ul style="list-style-type: none"> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. (COLOUR) To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. (FORM) To know that the size and scale of three-dimensional art work changes the effect of the piece. (FORM) To know that a silhouette is a shape filled with a solid flat colour that represents an object. (SHAPE) To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. (LINE) To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. (PATTERN) To know how to create texture on different materials. (TEXTURE) To know that tone can help show the foreground and background in an artwork. (TONE) 		
Key Skills	<ul style="list-style-type: none"> To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, e.g. photography and digital art effects. 	<ul style="list-style-type: none"> Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.
New Vocab	<ul style="list-style-type: none"> Collagraphy Decision Futuristic Imagery Propaganda Retofuturism Technique 	<ul style="list-style-type: none"> Identity Mixed Media Monoprint Multi-media Photomontage Self-portrait 	<ul style="list-style-type: none"> Architecture Architect Elevation Legacy Perspective Transform
Vocab to revise		<ul style="list-style-type: none"> Collage 	<ul style="list-style-type: none"> Composition Proportion Monoprint
Artists Covered	<ul style="list-style-type: none"> Teis Albers Karen Rose 	<ul style="list-style-type: none"> Chila Kumari Vincent Van Gough 	<ul style="list-style-type: none"> Friedensreich Hundertwasser Zaha Hadid

Year 6

	Autumn	Spring	Summer
	Drawing: Make My Voice Heard	Painting and Mixed Media: Artist Study	Sculpture and 3D: Making memories
Analytical and Evaluative Skills	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 		
Key Knowledge (across the year)	<ul style="list-style-type: none"> • To know that a 'monochromatic' artwork uses tints and shades of just one colour. (COLOUR) • To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. (COLOUR) • To know that the surface textures created by different materials can help suggest form in two-dimensional art work. (FORM) • To know how an understanding of shape and space can support creating effective composition. (SHAPE) • To know how line is used beyond drawing and can be applied to other art forms.(LINE) • To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. (PATTERN) • To know that applying thick layers of paint to a surface is called impasto. (TEXTURE) • To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. (TONE) 		
Key Skills	<ul style="list-style-type: none"> • Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. • Apply new drawing techniques to improve their mastery of materials and techniques. • Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. 	<ul style="list-style-type: none"> • Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. • Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. • Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. • Work collaboratively on a larger scale. 	<ul style="list-style-type: none"> • Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. • Combine materials and techniques appropriately to fit with ideas. • Confidently problem-solve, edit and refine to create desired effects and end results.
New Vocab	<ul style="list-style-type: none"> • Aesthetic • Chiarasco • Graffiti • Guerilla • Impact • Mayan • Mural • Street Art 	<ul style="list-style-type: none"> • Analyse • Interpret • Narrative • Respond • Tableau 	<ul style="list-style-type: none"> • Attribute • Literal • Assemblage • Relief • Juxtaposition • Embedded • Pitfall • Representation • Originality
Vocab to revise	<ul style="list-style-type: none"> • Audience • Expressive • Character • Image • Mark Making • Symbol • Tone • Technique 	<ul style="list-style-type: none"> • Abstract • Evaluate • Medium • Mixed-Media 	<ul style="list-style-type: none"> • Expression • Symbolic • Self, Identity, • Sculpture • Manipulate • Composition • Collection • Tradition
Artists Covered	<ul style="list-style-type: none"> • Dan Fenelon • Leonardo Da Vinci 	<ul style="list-style-type: none"> • David Hockney • Paula Rego • John Singer Sargent • Fiona Rae • Lubaina Himid 	<ul style="list-style-type: none"> • Derek O'Boateng • Chuck Close • Hannah Hock • Chris Plowman

Colours

Grey	Graphite, Pewter, Slate, Charcoal	Purple	Mauve, Violet, Lavender, Plum, Burgundy, Lilac, Grape, Periwinkle, Blackcurrant, Iris, Heather, Amethyst
Green	Chartreuse, Sage, Lime, Fern, Olive, Emerald, Moss, Pine, Mint	White	Pearl, Alabaster, Snow, Ivory, Cream, Eggshell, Cotton, Bone, Powder, Porcelain
Yellow	Canary, Gold, Daffodil, Flaxen, Butter, Lemon, Mustard, Dandelion, Banana, Honey, Blonde, Sunrise, Pineapple	Red	Cherry, Rose, Jam, Merlot, Garnet, Crimson, Ruby, Scarlet, Wine, Brick, Blood, Berry, Blush
Brown	Coffee, Mocha, Peanut, Wood, Walnut, Caramel, Chocolate, Mahogany, Tawny, Brunette, Beige, Camel, Oat, Taupe, Sand, Latte	Pink	Rose, Fuchsia, Punch, Blush, Watermelon, Flamingo, Rouge, Salmon, Coral, Strawberry, Blossom, Magenta, Hot
Blue	Cyan, Sky, Navy, Indigo, Cobalt, Teal, Ocean, Peacock, Azure, Berry, Denim, Sapphire, Arctic	Black	Ebony, Crow, Charcoal, Midnight, Ink, Raven, Oil, Grease, Onyx, Pitch, Soot, Jet, Coal, Obsidian
Orange	Tangerine, Marigold, Rust, Ginger, Tiger, Fire, Bronze, Apricot, Honey, Carrot, Amber, Sandstone, Ochre, Peach		