

Maple Year A	Paul Klee— making marks	Van Gogh	Textiles—faces
	<p>Sketching—different ways of making lines and tones. Leaves.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>draw lines of varying thickness;</p> <p>use dots and lines to demonstrate pattern and texture;</p> <p>use different materials to draw, for example pastels, chalk, felt tips;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, pastels, drawings, line, bold, size, space.</p> <p>Colour Chaos -Paul Klee</p> <p>use a combination of materials that have been cut, torn and glued;</p> <p>Autumn—printing leaves. Making clay tiles</p> <p>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>Sculpture b</p> <p>use a variety of techniques, e.g. rolling, cutting, pinchin</p>	<p>Sketching – Van Gogh lines and doodles</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>draw lines of varying thickness;</p> <p>use dots and lines to demonstrate pattern and texture;</p> <p>use different materials to draw, for example pastels, chalk, felt tips;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: , line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>Van Gogh</p> <p>use different materials to draw, for example pastels, chalk, felt tips;</p>	<p>Sketching—faces</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>draw lines of varying thickness;</p> <p>use dots and lines to demonstrate pattern and texture;</p> <p>use different materials to draw, for example pastels, chalk, felt tips;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail,</p> <p>Textile faces– different ways to stitch and attach fabrics</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <p>decorate textiles with glue or stitching, to add colour and detail;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: tex- tiles, fabric, weaving, woven, alternate, over, under, decoration, decorative</p> <p>Andy Goldsworthy</p>
Maple Year B	Colour—Kandinsky		Textiles—weaving
	<p>Sketching-Tones</p> <p>Colour Chaos -</p> <p>Jackson Pollock</p> <p>Kandinsky</p>	<p>Sketching– lines and tones in squares, Russian doll and flowers</p> <p>Lets Sculpt– Mark Quinn (bread), Eva Rothschild (marshmallows), Brendan Jamison (sugar cubes), Michelle Reader (Monsters/Dragons).</p>	<p>Sketching—trees and flowers</p> <p>Fabricate—Weaving and batik</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <p>show pattern by weaving;</p> <p>use a dyeing technique to alter a textile’s colour and pattern;</p> <p>decorate textiles with glue or stitching, to add colour and detail;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>

Exploring and Developing ideas

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

KS2 Art and Design National Curriculum

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketchbooks to record their observations and use them to review and revisit ideas.

Children can:

review and revisit ideas in their sketchbooks;

offer feedback using technical vocabulary;

think critically about their art and design work;

use digital technology as sources for developing ideas;

use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.