

	Art overview Year A 2016-17					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject content Key Stage 1	Pupils should be taught: <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 practises and disciplines, and making links to their own work. 					
Year 1 & 2	Funny Bones	Awesome Animals	Take a Painting	Plant Power	Superheroes	Habitats? (It's a Wild World?)
	Portrait artists (choose 1 from list) -Picasso (abstract) -Warhol (modern) -Renaissance -Seurat (Pointillism) -bronze sculptures <u>Skills: year 1</u> Look and talk about what they have produced. Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between work.	Hot and cold colour mixing skills <u>Skills: year 1</u> Start to mix a range of secondary colours, predicting resulting colours. Experiment with a variety of media: different brush sizes and tools. Begin to control marks made.	Victorian art -finding out about artists of the time Printing -William Morris -use a range of materials to design and make products <u>Skills: year 1</u> Look and talk about what they have produced. Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between work.	DT	-sculpture -clay models of superheroes -Wallace and Gromit (animation) <u>Skills: year 1</u> Experiment using a variety of malleable media e.g. clay, papier mache, salt dough, modrock. Use tools and equipment safely. Shape and model materials for a purpose. Use techniques such as rolling, pinching	3D sculpture Mod rock over wire - minibeasts <u>Skills: year 1</u> Experiment using a variety of malleable media e.g. clay, papier mache, salt dough, modrock. Use tools and equipment safely. Shape and model materials for a purpose.

	<p>Create textured, light and dark lines by using drawing techniques such as: hatching, scribbling, stippling and blending.</p> <p>Experiment/ mark make with a variety of media on a range of surfaces e.g. pencils, rubbers, crayons, pastels, felt tip, charcoal, pen, chalk.</p> <p>Explore printing with hard and soft materials e.g. corks, pen barrels, sponge.</p> <p>Build repeating patterns and recognise pattern.</p> <p><u>Skills: year 2</u></p> <p>Discuss own and others work.</p> <p>Express thoughts and feelings.</p>	<p><u>Skills: year 2</u></p> <p>Confidently know which primary colours mix together to make secondary colours.</p> <p>Explore lightening and darkening secondary colours using the primary colours they were made from.</p>	<p>Have experience in colouring textiles: printing fabrics, and fabric crayons.</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Roll printing ink over found objects to create patterns e.g. mesh, stencils.</p> <p>Make rubbings to collect textures and patterns.</p> <p>Begin to identify different types of textiles.</p> <p>Match and sort fabrics and threads.</p> <p><u>Skills: year 2</u></p> <p>Identify different forms of textiles.</p> <p>Create simple printing blocks with press print.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons.</p>		<p>and kneading e.g. thumb pot.</p> <p><u>Skills year 2</u></p> <p>Join two parts successfully.</p> <p>Use techniques such as rolling, pinching and kneading. E.g. a tile.</p>	<p>Apply simple decoration techniques (impress, paint and embellish).</p> <p>Experiment with weaving techniques and process.</p> <p><u>Skills: year 2</u></p> <p>Begin to change and modify threads and fabrics by knotting, fraying, plaiting, twisting etc.</p> <p>Begin to use weaving techniques in both 3D and flat context.</p> <p>Use equipment and media (including recycled, natural and man-made materials) with increasing confidence.</p>
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	<p>Use a sketchbook to plan and develop ideas.</p> <p>Begin to control the types of marks made with a variety of media on a range of surfaces e.g Pencils, rubbers, crayons, pastels, felt tip, charcoal, pen, chalk.</p> <p>Create texture and draw light/dark lines, patterns and shape. Name techniques.</p> <p>Begin to control the types of marks made with a range of painting techniques e.g layering, mixing media and adding texture. Use a brush to produce marks appropriate to the work.</p>					
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	<p>Create different effects to suit the task.</p> <p>Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between work.</p> <p>Print with hard and soft materials. E.g corks, pen barrels, sponge.</p> <p>Design and then print more repetitive patterns.</p> <p>Create images from a variety of media. e.g photocopies material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue material.</p> <p>Experiment with surface patterns,</p>					
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	textures and carving.					
Subject content Key Stage 2.	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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 (e.g. pencil, charcoal, paint, clay). • About great artists, architects and designers in history. 					
Year 3 & 4	Funny Bones	Wicked Warminster	Savage Stone Age	Rotten Romans	Art Attack	Pen Pals
	<p>Sketching - skeletons and body parts Skills year 3 Use a sketch book to plan and develop ideas. Collect source material for the future. Discuss own and others work, expressing thoughts and feelings and use knowledge of techniques. Develop intricate patterns/marks with a variety of media. Begin to use different grades of pencil to</p>	<p>Printing – making buildings Potato printing, string, screen. Skills year 3 Begin to use a relief or impressed method to create printing blocks. Create repeating patterns. Print with two colour over lays. Skills year 4 Create print blocks using relief or impressed methods. Create repeating patterns.</p>	<p>Weaving - paper and wool Skills year 3 Show awareness and name different types of fabrics. Change and modify threads and fabrics by knotting, fraying, plaiting, twisting etc. Use more than one stitch. Thread a needle with less support. Use weaving techniques with confidence. Use a variety of techniques to create textual effects</p>	<p>Clay - mosaic tiles Skills Year 3 Shape, form, construct and model from observation and imagination. Construct a simple base for extending and modelling other shapes. Produce more intricate surface patterns, textures and</p>	<p>Knowledge of artists/architects /designers Gustav klimt Metal sculptures Silhouette art? Outdoor art Andy Goldsworthy Banksy Trees with hangings Sand sculptures - Weston? Skills year 3 Discuss own and others work expressing thoughts and feelings and use</p>	

	<p>draw different forms, shapes and textures. Explore a range of collage techniques such as tearing, over lapping and layering techniques to create images and textures.</p> <p><u>Skills year 4</u> Use a sketch book to plan and develop ideas. Collect source material for the future. Discuss and review own and others work, expressing thoughts and feelings and identify modifications/changes. Develop intricate patterns using different grades of pencil and other implements. Create lines and marks in order to achieve variations in tone and texture. Begin to develop drawings that feature</p>	<p>Print with two colour over lays.</p>	<p>(printing, weaving, dyeing, stitching). Apply decoration using beads, buttons, feathers etc.</p> <p><u>Skills year 4</u> Demonstrate experience looking at fabrics from other countries. Gain confidence in stitching two pieces of material together. Demonstrate experience in 3D weaving. Become confident applying colour with printing, tie dye. Create and use dyes. Use batik.</p>	<p>carvings when appropriate. Produce larger ware using pinch, slab, coil techniques e.g. coil pot.</p> <p><u>Skills year 4</u> Work in a safe organised way. Make slip to join two pieces of clay. E.g. vessel with handle. Begin to understand how to finish work e.g. glaze, paint, polish.</p>	<p>Knowledge of techniques. Use equipment and media (including recycled, natural and man-made materials) with confidence. Shape, form, construct and model from observation and imagination. Construct a simple base for extending and modelling other shapes. Begin to use collage as a means of collecting ideas and information. Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between different practises and disciplines and make links to their own work.</p> <p><u>Skills year 4</u> Discuss and review own and others work, expressing thoughts and feelings and</p>	
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	<p>the third dimensions and perspective. Explore a range of collage techniques such as tearing, overlapping and layering techniques to create images and textures.</p>				<p>identify modifications/changes. Use a sketch book to plan and develop ideas collect source material for the future. Begin to develop drawings that feature the third dimensions and perspective. Create lines and marks in order to achieve variations in tone and texture. Work in a safe organised way. Begin to experiment modelling over an armature. E.g. newspaper with modrock. Experiment with a range of collage techniques such as tearing, overlapping and layering techniques to create images and textures. Use collage as a means of collecting ideas and information.</p>	
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					Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between different practises and disciplines and make links to their own work.	
Year 5 & 6	INVADERS	Feliz Navidad	SOS	Heroes and Villains	To Infinity and Beyond	It's Show time
	<p>Drawing Skills focus. Explore mark making using pencils and charcoal/ chalk. Small and large scale drawings. Explore using collage- drawing with paper by ripping and cutting paper shapes, draw and pen and ink over collaged surfaces. Artists to look at; Picasso Lots of drawing examples on google images to show techniques.</p>	<p>Painting Significant North American artists; Georgia O'Keefe/ Hockney/Hopper/ Homer/ Significant South American artists; Diego Rivera/ Frida Kahlo/ Rufino Tamayo. You could design Christmas cards in style of an artist?? Sorry not too sure on this one! <u>Skills year 5</u></p>	<p>Painting/ pastels Landscapes, rivers, water. (Tiger picture) Artists to look at; Impressionists- Monet/ Van Gogh/ Degas/ Renoir etc. Pointillists- Suerat/ Signac/ Others- Constable/ John Everett Millais (Ophelia painting)/ <u>Skills year 5</u> Discuss and review own and others work, expressing thoughts and feelings and</p>	<p>Clay Clay pots & vases- depicting Greek life. Compare historic and modern Greek pottery. Compare Greek pottery to pottery from other cultures/ countries/ artists working now and in the past.</p>	<p>Sculpture/ textile/ relief work Look at images of solar system. Look way artists draw/ paint the sky to look at marks and pattern making (Van Gogh starry night etc). Michael Brennand Wood has series of textile-relief pieces which remind me of planets. Could chn make a textured solar scene using mod-rock/ collage/ paint and textiles. Or they could do a decoupage style</p>	<p>Set design/ scenery Chn look at images of sets from famous shows, ie Les Mis/ Oliver/ Starlight express etc. Look at how scenery is built up. Construct mini sets in layers, from background to foreground. Look at puppetry and</p>

	<p>Skills year 5 Work in a sustained and independent way, over a number of sessions to create a detailed drawing. Develop a key element of their work: line, tone, pattern and texture. Begin to use different techniques for different purposes e.g. shading, hatching within their own work. Add collage to a painted, printed or drawn background. Use a range of collage techniques. Use a range of media to create collage. Use collage as a means of extending work from initial ideas.</p> <p>Skills year 6 Work in a sustained and independent way, over a number of sessions to create a detailed drawing. This style may be through the development of</p>	<p>Begin to use a single focal point and horizon to develop simple perspective. Begin to develop an awareness of composition, scale and proportion. 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 create light effects. Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and</p>	<p>identify modifications/changes. See how ideas can be developed further. Use a sketch book to collect and record visual information from different sources as well as planning and trying out different ideas. Source material for future work. Begin to use a single focal point and horizon to develop simple perspective. Begin to develop an awareness of composition, scale and proportion.</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 create light effects.</p>	<p>Famous ceramists; Lucie Rie/ Moorcroft/ Royal Doulton/ Clarris Cliff.</p> <p>Skills year 5 Work in a safe, organised way. Secure work to continue at a later date. Model over an armature (newspaper) for a specific purpose. Show experience in combining pinch, slabbing, and coiling techniques to produce end pieces. E.g. buildings, vases, slab pot. Understand how to finish work e.g. glaze, paint, polish.</p> <p>Skills year 6</p>	<p>solar scene, building up layers.</p> <p>Skills year 5 Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes colour, thickened paint creating textural effects. Mix and match colours to create light effects. Add collage to a painted printed or drawn background. Use a range of collage techniques. Use a range of media to create collage. Use collage as a means of extending work from initial ideas. Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and</p>	<p>how it is staged for ideas. Design and make scenery for their production.</p> <p>DT</p>
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	<p>line, tone, pattern and texture. Choose different techniques for different purposes e.g. shading, hatching within their own work, understanding which works well and why. Add collage to a painted, printed or drawn background. Use different techniques when designing and making pieces of work. Use collage as a means of extending work from initial ideas.</p>	<p>make links to their own work. Skills year 6 Use a single focal point and horizon to develop simple perspective. Develop an awareness of composition, scale and proportion. Work in a sustained and independent way to develop their own style of painting. This may be through the development of colour, tint, shade and textural effects. Mix colours, shades and tints with confidence and understand which works well in their work and why.</p>	<p>Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work. Skills year 6 Use a single focal point and horizon to develop simple perspective. Develop an awareness of composition, scale and proportion. Work in a sustained and independent way to develop their own style of painting. This may be through the development of colour, tint, shade and textural effects. Mix colours, shades and tints with confidence and understand which works well in their work and why.</p>	<p>Work in a safe, organised way. Secure work to continue at a later date. Work around armatures or over constructed foundations e.g wire. Model and develop work through a combination of pinch, slab and coil. Choose appropriate finishing techniques.</p>	<p>disciplines and make links to their own work. Skills year 6 Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work. Work in a sustained and independent way, to develop their own style of painting. This maybe through the development of colour, tint, shade and textural effects. Mix colours, shades and tints with confidence and understand which works well in their work and why. Add collage to a printed, painted or drawn background.</p>	
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			<p>Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work.</p> <p>Discuss and review own and others work, expressing thoughts and feelings and identify modifications/changes. See how ideas can be developed further. Identify artists who have worked in a similar way.</p> <p>Use sketch books to collect and record visual information from different sources as well as planning, collecting source material.</p> <p>Adapt their work. Annotate work to explain their ideas.</p>		<p>Use different techniques and colours when designing and making pieces of work. Use collage as a means of extending work from initial ideas.</p>	
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 Art overview Year B 2015-16						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2						
Year 1 & 2	Time Travellers	Winter Wonderland	Once Upon a time...	Space	Space	Seasides/pirates.
	<p>Skills - to create great fire art work.</p> <p>Skills: Start to mix a range of secondary colours, predicting resulting colours. Look and talk about what they have produced. Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between work. Experiment with a variety of media: different brush sizes and tools. Begin to control marks made.</p>	<p>Monet Cool and warm colours, colour mixing.</p> <p>Skills: Experiment with a variety of media: different brush sizes and tools. Experiment/ mark make with a variety of media on a range of surfaces e.g. pencils, rubbers, crayons, pastels, felt tip, charcoal, pen, chalk.</p>	<p>DT</p>	<p>Making planets.</p> <p>Skills: Explore making images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc. Experiment using a variety of malleable media e.g. clay, papier mache, salt dough, modrock. Use tools and equipment safely. Shape and model materials for a purpose. Sort and group materials for different purposes.</p>	<p>Papier mache, collage and sewing.</p> <p>Skills: Begin to use a simple stitch. Skills: year 2 Begin to use more than one stitch. Begin to thread a needle with support.</p>	<p>Sketching, pirate ships. DT</p> <p>Skills: Look and talk about what they have produced, describing simple techniques and media used. Experiment/ mark make with a variety of media on a range of surfaces e.g charcoal. Create textured, light and dark lines by using drawing</p>

	<p>Experiment/ mark make with a variety of media on a range of surfaces e.g. pencils, rubbers, crayons, pastels, felt tip, charcoal, pen, chalk. Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Build repeating patterns and recognise pattern in the environment. Make rubbings to collect textures and patterns. Look and talk about what they have produced. Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between work. Look and talk about what they have produced, describing simple techniques and media used.</p>		<p>E.g colour and texture. Look and talk about what they have produced, describing simple techniques and media used. Skills year 2 Shape, form, construct and model from observation. Collect, sort, name and match colours appropriate for image.</p>		<p>techniques such as: hatching, scribbling, stippling and blending. Start to mix a range of secondary colours, predicting resulting colours.</p>
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Year 3 & 4	Tomb Raiders	The Power Cut	Terrible Tudors	Terrible Tudors	Killer Plants	Environment
	<p>Painting - colour mixing</p> <p>Skills year 3</p> <p>Discuss own and others work, expressing thoughts and feelings and use knowledge of techniques. Use a sketch book to plan and develop ideas. Collect source material for the future. Experiment changing the tint of a colour by adding white (lightening). Experiment changing the shade of a colour by adding black (darkening).</p> <p>Skills year 4</p> <p>Begin to explore complimentary colours. Mix colours shades and tints with increasing confidence. Use light and dark within a painting.</p>		<p>Knowledge of artists/architects /designers</p> <p>Animation or movement</p>	<p>Portraits - painting Tudors, 'take a painting'</p> <p>Skills year 3</p> <p>Discuss own and others work, expressing thoughts and feelings and use knowledge of techniques. Explore the work of a range of artists, craft makers and designers. Describe similarities and differences between different practises and disciplines and make links to their own work. Explore a range of collage techniques such as tearing, overlapping and layering techniques to create images and textures. Experiment changing the tint of a colour</p>	<p>Drawing/Sculpture</p> <p>Skills year 3</p> <p>Use equipment and media (including recycled, natural and man-made materials) with confidence. Shape, form, construct and model from observation and imagination. Construct a simple base for extending and modelling other shapes. Produce more intricate surface patterns, textures and carvings when appropriate.</p> <p>Skills year 4</p> <p>Begin to experiment</p>	<p>Skills year 3</p> <p>Control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Skills year 4</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.</p>

				<p>by adding white (lightening). Experiment changing the shade of a colour by adding black (darkening).</p> <p>Skills year 4</p> <p>Discuss and review own and others work, expressing thoughts and feelings and identify modifications/changes.</p> <p>Mix colours shades and tints with increasing confidence. Use light and dark within a painting.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering techniques to create images and textures.</p> <p>Explore the work of a range of artists, craft makers and designers.</p> <p>Describe similarities and differences</p>	<p>modelling over an armature e.g. newspaper with modrock.</p> <p>Make slip to join two pieces of clay. E.g. vessel with handle.</p> <p>Begin to understand how to finish work e.g. glaze, paint, polish.</p>	
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				between different practises and disciplines and make links to their own work.		
Year 5 & 6	Time Detectives	Time Detectives cont...It's A Party	Lost!	The Big Bang	Awesome Aztecs	Choices
	<p>Drawing/ painting/ posters Look at significant propaganda posters from the era. Compare to famous artists working with printing/ posters, ie, Pop art/Alfons Mucha/ Cassandre's Pivolo. Design own propaganda posters.</p> <p>Skills year 5 Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Confidently control the types of marks made and experiment with different effects and textures including blocking in colour,</p>	<p>Artist study? http://www.nationalarchives.gov.uk/theartofwar/artists/ Lots of significant artists who worked during the war that could be used as artist focus. Sketch book /drawing focus?</p> <p>Skills year 5 Use a sketch book to collect and record visual information from different sources as well as planning and trying out different ideas. Source material for future work.</p>	<p>Skills year 5 Discuss and review own and others work, expressing thoughts and feelings and identify modifications/ changes. See how ideas can be developed further. Use a sketchbook to collect and record visual information from different sources as well as planning and trying out different ideas.</p>	<p>Sculpture Sketching fossils. Mark making exploration in different media. Link to Woodland learning? Imprints within clay/ plaster of natural objects (leaves/ twigs etc). Make own fossil designs in plaster. Explore range of mark making techniques in clay/ plaster.</p> <p>Skills year 5 Use a sketchbook to collect and record visual information from different sources as well as planning and trying</p>	<p>Printing Focus on Mayan pattern. Explore string prints, card prints and screen prints. Create repetitive Mayan-style patterns. Compare Mayan pattern to following artists using patterns throughout the ages; William Morris/ Gustav Klimpt/ Gaudi/ Cath Kidston/ Liberty. Explore a range of patterns being used within clothing, ceramics,</p>	<p>Multi-media Drawing/ painting/ pastels/ chalks/ charcoal drawing of body parts and human form. Look at range of artists throughout ages who have created art based on human form. Draw parts of body and whole bodies using different media. Significant artists; Sculptors- Greek</p>

	<p>washes, thickened paint creating textural effects. Mix and match colours to create light effects. Create printing blocks by simplifying an initial sketch book idea. Use most appropriate method. Print with three colour over lays. Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work. Confidently stitch two pieces of material together. Show awareness of skills involved in knitting and lace making produce two colour tie dye. Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.</p> <p><u>Skills year 6</u> Work in a sustained and independent way, over a</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. Begin to use different techniques for different purposes e.g shading, hatching within their own work. Begin to use a single focal point and horizon to develop simple perspective. Begin to develop an awareness of composition scale and proportion. Explore a wider range of great artists, architects and designers in history. Describe similarities and differences</p>	<p>Source material for future work. To explore a wider range of great artists in history. Describe similarities and differences between different practises and disciplines and make links to their own work. To work in a sustained and independent way to create a detailed drawing. 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>out different ideas. Source material for future work. - Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Begin to use different techniques for different purposes e.g shading, hatching within their own work. <u>Skills year 6</u> Use sketchbooks to collect and record visual information from different sources as well as planning, collecting source material. Adapt their work. Annotate work to explain their ideas. Work in a sustained and independent way, over a number of sessions to create</p>	<p>painting, drawing and digitally. <u>Skills year 5</u> Create printing blocks by simplifying an initial sketch book idea. Use most appropriate method. Print with three colour overlays. Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work. <u>Skills year 6</u> Create printing blocks by simplifying and initial sketch book idea use most appropriate</p>	<p>sculptures/ Henri Moore/ Barabara Hepworth Abstract- Picasso/ Magritte Schiele/ Klimpt/ Degas/ Renaissance/ Neo-classical artists etc. <u>Skills year 5</u> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Begin to use different techniques for different purposes e.g shading, hatching within their own work.</p>
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	<p>number of sessions to create a detailed drawing. This style maybe through the development of line, tone, pattern and texture. Work in a sustained and independent way to develop their own style of painting. This maybe through the development of colour, tint, shade and textural effects. Mix colours, shades and tints with confidence and understand which works well in their work and why. Create printing blocks by simplifying an initial sketch book idea. Use most appropriate method. Print with three colour overlays. Work with print with a range of media e.g pens, colour pens and paints. Use a number of different stitches creatively to produce different patterns and textures. Gain greater experience using skills involved in knitting and lace making.</p>	<p>between different practises and disciplines and make links to their own work. Confidently stitch two pieces of material together. Show awareness of skills involved in knitting and lace making produce two colour tie dye. Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye. Skills year 6 Discus and review own and others work, expressing thoughts and feelings and identify modifications/chan ges. See how ideas can be developed further.</p>	<p>create light effects. Skills year 6 Discuss and review own and others work, expressing thoughts and feelings and identify modifications/ changes. See how ideas can be developed further. Identify artists who have worked in a similar way. Use sketchbooks to collect and record visual information from different sources as well as planning, collecting source material. Adapt their work. Annotate work to explain their ideas. To explore a wider range of</p>	<p>a detailed drawing. This style may be through the development of line, tone, pattern texture. Choose different techniques for different purposes e.g shading, hatching within their own work, understanding which works well and why.</p>	<p>method. Print with three colour overlays. Work into prints with a range of media e.g. pens, colour pens and paints. Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work.</p>	<p>Begin to develop an awareness of composition scale and proportion. Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work. Work in safe, organised way. Secure work to continue at a later date. Model over an armature (newspaper) for a specific purpose. Understand how to finish</p>
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	<p>Design, plan and decorate a fabric piece.</p>	<p>Identify artists who have worked in a similar way. Use a sketch book to collect and record visual information from different sources as well as planning, collecting source material. Adapt their work. Annotate work to explain their ideas. Work in a sustained and independent way over a number of sessions to create a detailed drawing this style maybe through the development of line, tone, pattern and texture. Use a single focal point and horizon to develop simple perspective. Develop an awareness of composition, scale and proportion.</p>	<p>great artists in history. Describe similarities and differences between different practises and disciplines and make links to their own work. To work in a sustained and independent way over a number of sessions to create a detailed drawing. Work in a sustained and independent way to develop their own sense of style through different effects. This may be through the development of colour, tint, shade and textural effects. Understand what shades/tints of colours work well</p>			<p>work e.g. glaze, paint, polish. Skills year 6 Explore a wider range of great artists, architects and designers in history. Describe similarities and differences between different practises and disciplines and make links to their own work. Work in a sustained and independent way over a number of sessions to create a detailed drawing this style maybe through the development of line, tone,</p>
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		<p>Explore a wider range of great artists, architects and designers in history.</p> <p>Describe similarities and differences between different practises and disciplines and make links to their own work.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Gain greater experience using skills involved in knitting and lace making.</p> <p>Design, plan and decorate a fabric piece.</p>	<p>in their painting and why.</p>			<p>pattern and texture.</p> <p>Choose different techniques for different purposes e.g shading, hatching within their own work, understanding which works well and why.</p> <p>Develop an awareness of composition, scale and proportion.</p> <p>Work in safe, organised way.</p> <p>Secure work to continue at a later date.</p> <p>Work around armatures or over constructed foundations e.g. wire.</p> <p>Choose appropriate finishing techniques.</p>
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