








## Learning objectives and skills


Advent		Lent		Pentecost	
Natural Forms: Animals - Drawing	Native American Art – Sculpture (Clay)	Banquet – Mono printing and collage	Banquet Sculptures	Pop Art (Wayne Thiebaud) - Painting	Theatre Design: Prop making and Back drop design –2D and 3D design and collaborative work
<p>1. Investigate mark making through different media (drawing)</p>  <p>Albert Durer</p>  <p>Artists: Hans Holbein, George Stubbs</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐</li> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media. ☐</li> <li>Develop ideas using different or mixed media, using a sketchbook. ☐</li> <li>Experiment with the line, tone, pattern, texture, colour and shape.</li> </ul> <p>2. Investigate watercolour painting</p>	<p>1. Exploring Native American Art - Collage and drawing</p>  <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Use ICT. ☐</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐</li> </ul> <p>2. Investigate pattern and colour in Native American Art - Colour</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li> <li>Explore the roles and purposes of artists, craftspeople and designers</li> </ul>	<p>1. Create a tonal drawing through observation</p>  <p>Velazquez Artists: Cezanne, Velazquez and Floris van Dyck, Georg Flegel, Sarah Lucan and Damien Hirst</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐</li> <li>Adapt their work according to their views and describe how they might develop it further</li> </ul> <p>2. Investigate fish drawings using Monoprinting</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> </ul>	<p>1. To investigate how to make an object from their still life (Make a 3D object from a 2D image)</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Create sculpture and constructions with increasing independence.</li> <li>Develop ideas using different or mixed media, using a sketchbook. ☐</li> </ul> <p>2. Creating our sculptures</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p>1 Explore drawing through observation</p>  <p>Wayne Thiebaud</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐</li> <li>Adapt their work according to their views and describe how they might develop it further</li> </ul> <p>2. To compose a drawing of sweets, cakes and biscuits</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting</li> </ul>	<p>1 Creating drawings of props and stage sets (preliminary, sketch design drawings)</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> </ul> <p>2. Drawing up the props. Thinking about scale and materials (working drawings)</p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐</li> <li>Adapt their work according to their views and describe how they might develop it further</li> <li>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ☐</li> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media. ☐</li> <li>Develop ideas using different or mixed media, using a sketchbook. ☐</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul> <p>3. Creating a backdrop drawing out</p>



<ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours. ☐</li></ul> <p><b>3. To paint animals in watercolours</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☐</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours. ☐</li><li>• Show an awareness of how paintings are created (composition).</li></ul> <p><b>4.To complete animals in watercolours</b></p> <ul style="list-style-type: none"><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Develop ideas using different or mixed media, using a sketchbook. ☐</li><li>• Manipulate and experiment with the elements of line, tone, pattern , texture, form, space, colour and shape.</li></ul>	<p>working in different times and cultures.</p> <ul style="list-style-type: none"><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☐</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours. ☐☐</li></ul> <p><b>3.To create a design for our totem pole</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Identify artists who have worked in a similar way to their own work. ☐</li><li>• Develop ideas using different or mixed media, using a sketchbook. ☐</li><li>• Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li></ul> <p><b>4.Using clay to create our totem pole</b></p> <ul style="list-style-type: none"><li>• Develop skills in using clay inc slabs, coils, slips, etc. ☐</li></ul>	<ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Describe varied techniques.</li><li>• Be familiar with layering prints. ☐</li><li>• Be confident with printing on paper . ☐</li><li>• Alter and modify work. ☐</li><li>• Work relatively independently.</li></ul> <p><b>3. Completion of fish</b></p> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li></ul> <p><b>4. Drawing using oil pastel and a scratching technique (mixed media)</b></p> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li></ul>	<ul style="list-style-type: none"><li>• Create sculpture and constructions with increasing independence.</li></ul> <p><b>3. Completing our sculptures</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Create sculpture and constructions with increasing independence.</li></ul> <p><b>4. Painting our sculptures</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☐</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li><li>• Work from a variety of sources, inc. those researched independently</li><li>• Create sculpture and constructions with increasing independence.</li></ul> <p><b>5.To consider the composition of our group still life - photography</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting</li></ul>	<p>points and select ideas and processes to use in their work.</p> <ul style="list-style-type: none"><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Identify artists who have worked in a similar way to their own work. ☐</li><li>• Develop ideas using different or mixed media, using a sketchbook. ☐</li><li>• Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li></ul> <p><b>3. Paint in the style of Wayne Thiebaud</b></p> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☐</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours. ☐</li><li>• Show an awareness of how paintings are created (composition).</li><li>•</li></ul> <p><b>4.To paint our confectionary drawings</b></p> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li></ul>	<ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ☐</li><li>• Develop ideas using different or mixed media, using a sketchbook. ☐</li><li>• Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li></ul> <p><b>4. Making the props</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ☐</li><li>• Create sculpture and constructions with increasing independence.</li></ul> <p><b>5. Painting the backdrop and painting props</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points</li></ul>
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<div>5. Experiment in pastels</div> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☑</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☑</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further.</li></ul> <div>6.To review and refine our pastel drawings</div> <ul style="list-style-type: none"><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Develop ideas using different or mixed media, using a sketchbook.</li></ul>	<ul style="list-style-type: none"><li>• Create sculpture and constructions with increasing independence.</li></ul> <div>5. Reviewing and refining our totem pole</div> <ul style="list-style-type: none"><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further</li></ul> <ul style="list-style-type: none"><li>• Develop skills in using clay inc slabs, coils, slips, etc. ☑</li><li>• Create sculpture and constructions with increasing independence.</li></ul> <div>6. Adding paint to our totem pole.</div> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Choose appropriate paint, to adapt and extend their work.</li></ul>	<ul style="list-style-type: none"><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Demonstrate a wide variety of ways to make different marks with dry and wet media. ☑</li><li>• Develop ideas using different or mixed media, using a sketchbook. ☑</li><li>• Manipulate and experiment with the elements of art: line, pattern , texture, form, space, colour and shape.</li></ul> <div>5. Investigate banquet and food drawings through collage</div> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☑</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>• Awareness of the potential of the uses of material. ☑</li><li>• Use different techniques, colours and textures etc when designing and making pieces of work. ☑</li><li>• To be expressive and analytical to adapt, extend and justify their work.</li></ul> <div>6.Complete Banquet collages</div> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☑</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☑</li><li>• Compare ideas, methods and approaches in their own and others’ work and say</li></ul>	<div>points and select ideas and processes to use in their work.</div> <ul style="list-style-type: none"><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ☑</li></ul> <div>6. Draw out our still life from our photographs.</div> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Demonstrate a wide variety of ways to make different marks with dry and wet media. ☑</li><li>• Identify artists who have worked in a similar way to their own work. ☑</li><li>• Develop ideas using different or mixed media, using a sketchbook. ☑</li><li>• Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li></ul>	<ul style="list-style-type: none"><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☑</li></ul> <div>5.Review our paintings</div> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☑</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Create shades and tints using black and white. ☑</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☑</li><li>• Work from a variety of sources, inc. those researched independently. ☑</li><li>• Show an awareness of how paintings are created (composition).</li></ul> <div>6. Refining and adding detail to our paintings</div> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☑</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Create shades and tints using black and white. ☑</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☑</li></ul>	<div>and select ideas and processes to use in their work.</div> <ul style="list-style-type: none"><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☑</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours. ☑</li><li>• Work from a variety of sources, inc. those researched independently.</li><li>• Create sculpture and constructions with increasing independence ☑</li><li>• Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ☑</li></ul> <div>6. All props and backdrop completed</div> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☑</li><li>• Adapt their work according to their views and describe how they might develop it further</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work. ☑</li><li>• Carry out preliminary studies, test media and materials and mix appropriate colours. ☑</li><li>• Work from a variety of sources, inc. those researched independently. ☑</li><li>• Create sculpture and constructions with increasing independence</li><li>• Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ☑</li></ul>
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		<p>what they think and feel about them. ☒</p> <ul style="list-style-type: none"> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work. ☒</li> <li>Awareness of the potential of the uses of material. ☒</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work. ☒</li> <li>To be expressive and analytical to adapt, extend and justify their work.</li> </ul>		<ul style="list-style-type: none"> <li>Work from a variety of sources, inc. those researched independently. ☒</li> <li>Show an awareness of how paintings are created (composition).</li> </ul>	
#BTK and Links with other subjects					
#BTK Nature and Animals	#BTK the totem was a sign of Kinship for the Native Americans, link to Christian signs	#BTK Celebrating food (feast and famine) History (17 <sup>th</sup> Century )		#BTK Wealth and excess of West, making comparisons to third world countries which have significantly less	#BTK Working together, being a community
Key Vocabulary					
Proportion, texture, variegated, bleeding technique, wax resist, feathering, lightness, saturated, enlarge, scale, convoluting, converging, spiral, hatched, crosshatching, contrasting, primary, secondary, tertiary, pastel, etched, Durer Albrecht	Indigenous, Cherokee, Apachi, Navajo, nomadic, static, dialects, Animism, shaman, unique, beading, kinship, totem, iconic, artefact	Shape, form, detailing, abundance, Flemish, Antwerp, Mannerist, genre, tranquil, serene, graduated, harmonious, discordant, Baroque	Sculptural, cubism, relief, modelling, constructing, assembling, constructivism, assemblage, maquette, relief, installation art, environment, spectator, conceptual art, element, wall-mounted	Impasto, abrasive, sheen, fluid, matt, pliable, rigid, durable jagged, Roy Lichtenstein,	Foreground, background, painterly, stippling, opaque, transparent, cartoon, chiaroscuro, cityscape, landscape, diptych, triptych, polyptych, expressionism, Edward Hopper, perspective photomontage

	
<p>Exploring and developing ideas</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☒</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☒</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
<p>Evaluating and developing work</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☒</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
<p>Drawing</p>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media. ☒</li> <li>Identify artists who have worked in a similar way to their own work. ☒</li> <li>Develop ideas using different or mixed media, using a sketchbook. ☒</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li> </ul>
<p>Painting</p>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white. ☒</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work. ☒</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours. ☒</li> <li>Work from a variety of sources, inc. those researched independently. ☒</li> </ul>





	<ul style="list-style-type: none"><li>• Show an awareness of how paintings are created (composition).</li></ul>
Printing	<ul style="list-style-type: none"><li>• Describe varied techniques.</li><li>• Be familiar with layering prints.</li><li>• Be confident with printing on paper and fabric.</li><li>• Alter and modify work.</li><li>• Work relatively independently.</li></ul>
Textiles/collage	<ul style="list-style-type: none"><li>• Awareness of the potential of the uses of material.</li><li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li><li>• To be expressive and analytical to adapt, extend and justify their work.</li></ul>
3 D Form	<ul style="list-style-type: none"><li>• Develop skills in using clay inc slabs, coils, slips, etc.</li><li>• Make a mould and use plaster safely.</li><li>• Create sculpture and constructions with increasing independence.</li></ul>
Breadth of Study	<ul style="list-style-type: none"><li>• Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li><li>• Use ICT.</li><li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul>