



## Learning objectives and skills

Advent		Lent		Pentecost	
Still Life		Matisse		African Art	
<p><b>1.To develop observational skills – learning to really see what is in front of them.</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 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>Annotate work in sketchbook.</li><li>Experiment with different grades of pencil and other implements.</li></ul> <p><b>2. To create a tonal scale and use it in observational drawings of individual fruits.</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 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>Annotate work in sketchbook.</li><li>Experiment with different grades of pencil and other implements.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Draw for a sustained period of time at their own level.</li></ul> <p><b>3. To investigate different artists work and observe overlapping and light/dark shadows.</b></p>	<p><b>7. To learn to mix primary colours – colour wheel.</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 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>Annotate work in sketchbook.</li><li>Mix a variety of colours and know which primary colours make secondary colours.</li><li>Use a developed colour vocabulary.</li><li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li></ul> <p><b>8. To paint a still life from a collection of fruit, taking into account; composition, background, foreground, overlapping, tones of colour with light and dark.</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 to use in their work.</li><li>Explore the roles and purposes of artists,</li></ul>	<p><b>1.To research Henri Matisse – the story behind the Chapel at Vence.</b></p> <ul style="list-style-type: none"><li>Question and make thoughtful observations about starting points and select ideas 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>Annotate work in sketchbook.</li><li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul> <p><b>2.To write about Henri Matisse.</b></p> <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 others' work and say what they think and feel about them.</li><li>Annotate work in sketchbook.</li><li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul> <p><b>3.To experiment and create designs of stylised objects.</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 to use in their work.</li><li>Explore the roles and purposes of artists,</li></ul>	<p><b>7.To create a stained-glass window for the background of the design.</b></p> <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>Adapt their work according to their views and describe how they might develop it further.</li><li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li><li>Name the tools and materials they have used.</li><li>Develop skills in cutting and joining.</li><li>Experiment with a range of media e.g., overlapping, layering etc.</li></ul> <p><b>8. To add detail of stylised symbols using tissue paper.</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 to use in their work.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li><li>Name the tools and materials they have used.</li><li>Develop skills in cutting and joining.</li><li>Experiment with a range of media e.g., overlapping, layering etc.</li><li>Plan, refine and alter their drawings as necessary.</li></ul> <p><b>9. To continue to create stained-glass windows.</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><b>1. To explore and analyse artwork by Gakonga (Kenya).</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 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>Annotate work in sketchbook.</li></ul> <p><b>2. To recreate their own Gakonga style picture (with soft pastel background and black paper silhouettes).</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 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>Experiment with different grades of pencil and other implements.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Draw for a sustained period of time at their own level.</li><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li></ul>	<p><b>6. To build up perspective in artwork using layering of coloured paper and overlapping of shapes. Use distinctive features of Tingatinga art – spots, black borders, dark animal eyes and bold block colours.</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 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>Annotate work in sketchbook.</li><li>Experiment with different grades of pencil and other implements.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Draw for a sustained period of time at their own level.</li><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li></ul> <p><b>7. To explore different African masks and how they are made.</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 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>

<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 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>• Annotate work in sketchbook.</li><li>• Use their sketchbook to collect and record visual information from different sources.</li></ul> <p><b>4. To draw a collection of fruit. Use tonal shades, overlapping and light. (Can use a photo of class collection as an example).</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 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>• Experiment with different grades of pencil and other implements.</li><li>• Plan, refine and alter their drawings as necessary.</li><li>• Draw for a sustained period of time at their own level.</li></ul> <p><b>5. To learn the process of how to mix water colours. Learn how to make different shades of one colour. (Use a colour tonal scale).</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 to use in their work.</li><li>• Compare ideas, methods and approaches in their own and</li></ul>	<p>craftspeople and designers 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>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Annotate work in sketchbook.</li><li>• Mix a variety of colours and know which primary colours make secondary colours.</li><li>• Use a developed colour vocabulary.</li><li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li></ul> <p><b>9. To develop pastel skills. Learning to create a 3D effect. (Vases and bottles).</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 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>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li></ul> <p><b>10. To practise blending skills with pastels to develop 3D affect with fruit, adding depth of tone.</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. Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others' work and say</li></ul>	<p>craftspeople and designers 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>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Annotate work in sketchbook.</li><li>• Plan, refine and alter their drawings as necessary.</li></ul> <p><b>4.To create our own design of a stained-glass window.</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 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>• Annotate work in sketchbook.</li><li>• Plan, refine and alter their drawings as necessary.</li></ul> <p><b>5.To use watercolour to paint background in sections.</b></p> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Mix a variety of colours and know which primary colours make secondary colours.</li><li>• Use a developed colour vocabulary.</li><li>• Experiment with different effects and textures inc.</li></ul>	<p>points and select ideas 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>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li><li>• Name the tools and materials they have used.</li><li>• Develop skills in cutting and joining.</li><li>• Experiment with a range of media e.g., overlapping, layering etc.</li><li>• Plan, refine and alter their drawings as necessary.</li></ul> <p><b>10. To use dividing lines to create sections of a window.</b></p> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas 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>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li><li>• Name the tools and materials they have used.</li><li>• Develop skills in cutting and joining.</li><li>• Experiment with a range of media e.g., overlapping, layering etc.</li><li>• Plan, refine and alter their drawings as necessary.</li></ul> <p><b>11. To complete, compare and relate our work to other artist's windows.</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>• Annotate work in sketchbook.</li><li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul> <p><b>12. To evaluate my stained-glass window.</b></p>	<ul style="list-style-type: none"><li>• Experiment with a range of media e.g., overlapping, layering etc.</li></ul> <p><b>3. To explore and analyse Tingatinga style paintings (Tanzania).</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 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>• Annotate work in sketchbook.</li></ul> <p><b>4. To plan and sketch composition with one animal, using templates. (pencil and felts).</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 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>• Annotate work in sketchbook.</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></ul> <p><b>8. To mould the structure of mask with modelling clay, to create raised features of animal face e.g., muzzle, brow or nose. (modelling clay &amp; papier mache).</b></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>• Construct a simple clay base for extending and modelling other shapes.</li><li>• Make a simple papier mache object.</li><li>• Plan, design and make models.</li><li>• Name the tools and materials they have used. Develop skills in cutting and joining. Experiment with a range of media e.g., overlapping, layering etc.</li></ul> <p><b>9. To continue to build and create 3D masks.</b></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>• Make a simple papier mache object.</li><li>• Plan, design and make models.</li><li>• Name the tools and materials they have used. Develop skills in cutting and joining. Experiment with a range of media e.g., overlapping, layering etc.</li></ul> <p><b>10. To experiment and investigate pattern and colour. (Bright colours, spots and animal patterns – use mask templates).</b></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>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li><li>• Make a simple papier mache object.</li><li>• Plan, design and make models.</li></ul> <p><b>11. To paint masks using vibrant and contemporary decoration in Tingatinga style.</b></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>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li><li>• Make a simple papier mache object.</li></ul> <p><b>12. To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.</b></p> <ul style="list-style-type: none"><li>• Make a simple papier mache object.</li></ul>
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<p>others' work and say 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>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li><li>Use their sketchbook to collect and record visual information from different sources.</li><li>Use a developed colour vocabulary.</li><li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li><li>Mix a variety of colours and know which primary colours make secondary colours.</li></ul> <p><b>6. To use colour mixing to paint a piece of fruit whole and then halved. Capture the different tones of colour.</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 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>Annotate work in sketchbook.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Draw for a sustained period of time at their own level.</li><li>Use a developed colour vocabulary.</li><li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li><li>Work confidently on a range of scales e.g., thin brush on small picture etc.</li></ul>	<p>what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <ul style="list-style-type: none"><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li></ul> <p><b>11. To create a 3D composition of vases and fruit (&amp; objects of interest) in a semi-collage affect.</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. Question and make thoughtful observations about starting points and select ideas to use in their work. 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. Adapt their work according to their views and describe how they might develop it further.</li><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li></ul> <p><b>12. To evaluate work. Reflect on composition, foreground/background, overlapping, tones of colour and light and shadows. Make notes in sketchbook.</b></p> <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>Annotate work in sketchbook.</li></ul>	<p>blocking in colour, washes, thickened paint etc.</p> <p><b>6.To use cut out stylised images on coloured paper to create a collage affect.</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 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>Annotate work in sketchbook.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Name the tools and materials they have used. Develop skills in cutting. Experiment with a range of media e.g., overlapping, layering etc.</li></ul>	<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>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</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>Annotate work in sketchbook.</li></ul>	<p><b>5. To develop Tingatinga style composition, with variety of animals/plants. (Using coloured paper collage/painted paper).</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 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>Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.</li><li>Draw for a sustained period of time at their own level.</li><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li><li>Use their sketchbook to collect and record visual information from different sources.</li><li>Experiment with a range of media e.g., overlapping, layering etc.</li></ul>	<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>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about their work.</li></ul>
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#BTK and Links with other subjects					
#Beauty of what God has created		BtK - Faith Hope Trust Love Comfort Peace Nature Belief Growth Textiles/collage Develop skills in stitching. Cutting and joining. Covered in DT sewing.		#BtK other cultures	
Key Vocabulary					
Observation Tonal scale overlapping light/dark shadows water colours Shading hidden areas Direction of light/shadow colour mixing	primary colours colour wheel still life composition background foreground tones of colour light and dark 3D effect blending pastels depth of tone 3D composition semi-collage affect. Evaluate reflect	Natural expressive creative dedicated tonic stylised symbolising organic light spiritual therapeutic religious uplifting transparent translucent complimenting colours stained-glass	Overlapping layers jagged edges clean cut rough side light filters through distance collage glue delicate symbols distance different sections outline definition defined	Gakonga Tingatinga Tanzania Africa bright bold colourful elephant rhino buffalo lion leopard pattern subtle mood pastels materials template layering mask	Features black borders mould structure Modelling clay raised muzzle brow nose Papier mache templates patterns 3D Layering vibrant contemporary Base structure

	
<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 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> <li>Annotate work in sketchbook.</li> </ul>
<p>Drawing</p>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>
<p>Painting</p>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>
<p>Printing</p>	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques including layering.</li> <li>Talk about the processes used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul>
<p>Textiles/collage</p>	<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>Name the tools and materials they have used.</li> <li>Develop skills in stitching. Cutting and joining.</li> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>



3 D form

- Join clay adequately and work reasonably independently.
- Construct a simple clay base for extending and modelling other shapes.
- Cut and join wood safely and effectively.
- Make a simple papier mache object.
- Plan, design and make models.

Breadth of study

- Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.