



# Learning objectives and skills

| Advent   |  | Lent  |  | Pentecost   |   |
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| Natural Forms: Animals   | Native American Art  | Banquet   | Banquet Sculptures   | Pop Art   | Theatre Design: Prop making and Back drop design (Collaborative Work)   |
| <p><b>1. Investigate mark making through different media (drawing)</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>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><b>2. Investigate watercolour painting</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>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> </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> </ul> | <p><b>1. Exploring Native American Art</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>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><b>2. Investigate pattern and 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 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>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> </ul> | <p><b>1. Create a tonal drawing through observation</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> </ul> <p><b>2. Investigate fish drawings using paint</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>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> </ul> | <p><b>1. To investigate how to make an object from their still life (Make a 3D object from a 2D image)</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>Create sculpture and constructions with increasing independence.</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> </ul> <p><b>2. Creating 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>Create sculpture and constructions with increasing independence.</li> </ul> <p><b>3. Reviewing our sculptures</b></p> | <p><b>1. Explore drawing through observation</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> </ul> <p><b>2. To compose a drawing of sweets, cakes and biscuits</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>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>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. Looking at the play and selecting props to make</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>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> </ul> <p><b>2. Drawing up the props. Thinking about scale and materials (working drawings)</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>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><b>3. Creating a backdrop</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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| <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>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> <li>Show an awareness of how paintings are created (composition).</li> </ul> <p><b>4. Creating a detailed drawing of an animal in pastels</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>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>5. Experiment in printmaking</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</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>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><b>4. Using clay to create 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> </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> <p><b>3. Drawing using oil pastel and a scratching technique (mixed media)</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>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><b>4. Investigate banquet and food drawings</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>Use ICT.</li> </ul> <p><b>5. Using paint create a still life</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination,</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>Create sculpture and constructions with increasing independence.</li> </ul> <p><b>4. 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>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 sculpture and constructions with increasing independence.</li> </ul> <p><b>5. Investigation colour in our banquet 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>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> </ul> | <ul style="list-style-type: none"> <li>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 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> <li>Show an awareness of how paintings are created (composition).</li> </ul> <p><b>4. To paint our convectionary drawings</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>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> <p><b>5. Review our paintings</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> | <ul style="list-style-type: none"> <li>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><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 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> |
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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>Describe varied techniques.</li> <li>Be confident with printing on paper</li> <li>Alter and modify work.</li> <li>Work relatively independently.</li> </ul> <p><b>6. To review and refine our printmaking</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>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> | <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> <p><b>5. Reviewing and refining 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>Develop skills in using clay inc slabs, coils, slips, etc.</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> <p><b>6. Adding paint to out totem pole.</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>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>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> </ul> | <p>and explore ideas for different purposes.</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> <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>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>Show an awareness of how paintings are created (composition).</li> </ul> <p><b>6. Create a mixed media banquet</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>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> | <ul style="list-style-type: none"> <li>Work from a variety of sources, inc. those researched independently.</li> </ul> <p><b>6. To consider the composition of our group still life</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> </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>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> <p><b>6. Refining and adding detail to our paintings</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>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> | <ul style="list-style-type: none"> <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> <p><b>6. All props completed and backdrop</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> <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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## #BTK and Links with other subjects

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| #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  |
| <b>Key Vocabulary</b>   |   |   |  |   |   |
| 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 |

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| Exploring and developing ideas<br>(ONGOING)                                      | <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>                        |
| Evaluating and developing work<br>(ONGOING)                                      | <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>   |
| Drawing  | <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>                         |
| Painting   | <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> <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>   |
| 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> </ul>   |