Ridgmont Lower School

Art Curriculum

Intent:

Art is the expression of viewpoints in time - past, present, future. Through self-expression it allows you to connect with yourself, others and the wider world. At Ridgmont Lower School we encourage children to think and act like creative practitioners and develop their life-long passion for the arts. Children discuss their own and others' perceptions and responses to a diverse range of artwork. We provide opportunities for children to select and use materials, processes and techniques skilfully and inventively. We want children to explore and invent marks, develop and deconstruct ideas and communicate perceptively.

Implementation:

- The process begins with a stimulus - a picture, sculpture, quality text, a piece of music, something to promote children's questions and observations
- Techniques are taught - colour mixing, shading, line drawing etc
- A range of media is explored - drawing, painting, textiles, photography and digital media, sculpture
- Sketchbooks represent children's reflections and learning
- Creative practitioners such as craft makers, artists and designers are utilised to promote children's passion and inspiration for art
- Learning in art involves planning, creating and evaluation of their own and others' work

Impact:

Ridgmont Lower School will have artists who

- are confident and comfortable with their creativity in whatever form it takes
- have confidence to express themselves creatively
- can demonstrate dexterity, coordination, improved fine motor skills make connections to your inner self, others and the wider world
- appreciate, discuss and evaluate art

National Curriculum Coverage

Early Years	Key Stage 1	Key Stage 2
Expressive Art and Design • Explore, use and refine a variety of artistic effects to express ideas and feelings • Return to and build on previous learning, refining ideas • Create collaboratively sharing ideas, resources and skills	• Use a range of materials creatively to design and make products • Use drawings, painting and sculpture to develop and share ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	• To create sketch books to record observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To learn about great artists, architects and designers in history

Skills Progression

Nursery	Children at the expected level of development will: • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc • Explore colour and colour mixing • Show different emotions in their drawings – happiness, sadness, fear, etc. *Development Matters 2021*			
EYFS	Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function • Use what they have learnt about media and materials in original ways, thinking about uses and purposes • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories *Development Matters 2021*			
Exploring and Developing Ideas	**EYFS skills** Children begin to use a wide variety of media to express their ideas including, though not limited to, chalk, paint, clay, playdough	**KS1 skills** Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve; to produce creative work, exploring their ideas and recording experiences.	**Lower KS2 skills** Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve; to create sketchbooks to record their observations and use them to review and revisit ideas.	**Upper KS2 skills** Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve; to create sketchbooks to record their observations and use them to review and revisit ideas.
	Children can: Generate their own ideas ; respond to invitation to learn; seek out support for the execution of their ideas.	Children can: respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work;	Children can: use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas;	Children can: review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

		try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	
Drawing 	Children begin to use marks to represent their ideas.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels; to become proficient in drawing techniques and to use drawing to develop and share their ideas, experiences and imagination.	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin; to become proficient in drawing techniques and to improve their mastery of art and design techniques, including drawing, with a range of materials.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills; to become proficient in drawing techniques and to improve their mastery of art and design techniques, including drawing, with a range of materials.
	Children can: produce a drawing and explain what they have drawn	Children can: draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Children can: experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Children can: use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting 	Children begin to explore painting with a range of equipment including sponges and brushes.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours; to become proficient in painting techniques and to use painting to develop and share their ideas, experiences and imagination.	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood; to become proficient in painting techniques and to improve their mastery of art and design techniques, including painting with a range of materials.	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood; to become proficient in painting techniques and to improve their mastery of art and design techniques, including painting with a range of materials.
	Children can: Begin to name primary and secondary colours; Understand that some colours can be made by mixing colours together.	Children can: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash,	Children can: use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Children can: create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

		sweep, dab, bold brushstroke, acrylic paint.		
Printing 	Children print with a wide range of media including fruit, vegetables, sponges and solid objects, e.g. bricks.	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges; to become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture; to improve their mastery of art and design techniques with a range of materials – printing.	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns; to improve their mastery of art and design techniques with a range of materials – printing.
	Children can: Begin to choose for themselves the appropriate media to obtain their chosen outcome.	Children can: copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Children can: use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Children can: design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.
Textiles 	Children are introduced to sewing using cards and Binca.	Children have the opportunity to look at and practice a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect; to become proficient in other art, craft and design techniques – textiles and to develop a wide range of art and design techniques in using colour, pattern and texture.	Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2; to improve their mastery of art and design techniques with a range of materials – textiles.	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics; to improve their mastery of art and design techniques with a range of materials – textiles.
	Children can: use fabrics available to them to produce their chosen outcome; use a needle and thread to stitch.	Children can: show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	Children can: select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	Children can: experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
Sculpture 	Children are introduced to clay, playdough and tools. They begin to use a variety of materials for sculpting and experiment with joining and constructing.	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill; to become proficient in sculpting techniques and to use sculpture to develop and share their ideas, experiences and imagination.	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail; to become proficient in sculpting techniques and to improve their mastery of art and design	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process; to become proficient in sculpting techniques and to improve their mastery of art and design techniques, including sculpting with a range of materials.

			techniques, including sculpting with a range of materials.	
	Children can: manipulate clay and playdough using tools; join recyclable materials using scissors, glue and sticky tape, with support if necessary.	Children can: use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	Children can: cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practice joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage 	Children begin to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work; to become proficient in other art, craft and design techniques – collage and to develop a wide range of art and design techniques in using texture, line, shape, form and space.	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage; to improve their mastery of art and design techniques with a range of materials – collage.	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning; to improve their mastery of art and design techniques with a range of materials – collage.
	Children can: begin to use a combination of materials that have been cut, torn and glued;	Children can: use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	Children can: select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Children can: add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

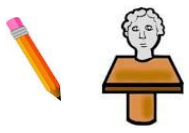
KS1

First Year

	Autumn 1	Spring 1	Summer1
National Curriculum	Pupils should be taught: ➢ to use a range of materials creatively to design and make products ➢ to use drawing to develop and share their ideas, experiences and imagination ➢ to use painting to develop and share their ideas, experiences and imagination ➢ to use sculpture to develop and share their ideas, experiences and imagination ➢ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ➢ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		
Stimulus	**Colour Splash**	**Andy Goldsworthy**	**Giuseppe Arcimboldo**
YEAR 1/2 **Skills covered**		  	   
Vocabulary	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	natural materials patterns pathways curves circles spirals collage paint pastels mould clay recreate mirrors natural construction materials manipulate reflective works of art	self-portrait style influence compare medium represent materials season elements colour texture pattern facial features oil paints pastels sketching Arcimboldo *Four Seasons* painting element portrait collages *Flora* painting *Earth, Water,Air* painting *The Cook* painting *The Jurist* painting *The Librarian* painting
What children will have learnt by the end of the topic	What the primary colours are How to mix secondary colours How to apply paint consistently to their printing materials to achieve a print How to use a range of colours when printing How to mix shades of secondary colours How to decorate their hands using a variety of patterns How to be confident in mixing paint	The names of some natural materials How to sort items by material How to sort items by colour To make choices when selecting their materials How to talk about their work in a reflective manner How to compare their own work to the work of Andy Goldsworthy How to compare the work of their peers to the work of Andy Goldsworthy How to make choices when moulding and joining their materials How to compare their work to the work of Andy Goldsworthy	Who Arcimboldo was and where he lived Which medium Arcimboldo used for his work To compare Arcimboldo's portraits Which materials Arcimboldo used to represent each season Why Arcimboldo used different materials to represent each season How to make decisions about colour, texture and pattern when creating their representation of an element To explain why Arcimboldo used different flowers for each part of the portrait How to make decisions about texture, colour and size when making their own portraits How to use oil paints effectively How to describe the differences and similarities between the work of Arcimboldo and their own How to describe the differences and similarities between the work of Arcimboldo and another artist
Cross Curricular Links	❖ Maths	❖ Science ❖ History	❖ Science
Building on from...	Exploring, using and refining a variety of artistic effects to express ideas and feelings.		

KS1

Second Year

	Autumn 1	Spring 1	Summer1
National Curriculum	Pupils should be taught: ➢ to use a range of materials creatively to design and make products ➢ to use drawing to develop and share their ideas, experiences and imagination ➢ to use painting to develop and share their ideas, experiences and imagination ➢ to use sculpture to develop and share their ideas, experiences and imagination ➢ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ➢ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		
Stimulus	**Self Portrait**	**Clay Houses**	**Super Sculptures**
YEAR 1/2 **Skills covered**			
Vocabulary	portrait self-portrait medium shadows experiment explore sketching compare contrast watercolour paint poster paint outcome facial features sculptures clay manipulate Matisse Kahlo Rembrandt Van Gogh Julian Opie	detail roll smooth flatten score shape surface cut glaze join plaster casting thumb pot ceramic pinch pot in relief slip impressing negative space sculpture sculptor three dimensional	sculpture mannequin 2D human silhouette lines shapes sculptural spaces kinetic wind-powered Anthony Gormley Henry Moore Barbara Hepworth Anish Kapoor Alexander Calder Dale Chihuly
What children will have learnt by the end of the topic	How to express what they like or dislike about a portrait or self-portrait How to describe a portrait or self-portrait using simple adjectives How to describe the difference between a portrait and a self-portrait How to describe what a collage is How to create a simple collage self-portrait using shapes for their features How to create shadows using different shades of coloured paper That there are different types of pencils That there are different kinds of paint and be able to name some How to identify shapes in a face How to place facial features fairly accurately How to manipulate clay in simple ways to create desired shapes How to use tools to help them manipulate clay in different ways	How to flatten and smooth their clay, rolling shapes successfully and make a range of marks in their clay How to make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique How to roll a smooth tile surface How to join clay shapes and make marks in the tile surface to create a pattern How to draw a house design and pan how to create the key features in clay How to create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes	How to combine simple 2-D shapes to make a human form How to use found objects and everyday materials to make a sculpture with human form How to create art showing the human form using simple lines and shapes How to create sculptures with contrasting inside/outside spaces How to create kinetic sculptures that move in the wind How to explain their own process and identify ways of improving their own art How to make a colourful, shiny, curvy sculpture inspired by the work of Dale Chihuly
Cross Curricular Links	❖ History	❖ Design and technology	❖ Science
What comes next...	To know that art often symbolises a thought or belief; to know what a ‘hot’ or warm colour is compared to ‘cool’ colours; To plan an initial idea to be developed over time culminating in an end product.		

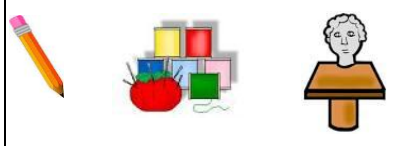
LKS2

First Year

	Autumn 1	Spring 1	Summer1
National Curriculum	Pupils should be taught: ➢ to develop their technique, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design ➢ to create sketch books to record their observations and use them to review and revisit ideas ➢ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ➢ about great artists, architects and designers in history		
Stimulus	**Drawing: Developing Drawing Skills**	**Drawing: Exploring Tone, Texture and Proportion**	**Painting and Mixed Media: Light and Dark**
YEAR 3/4 **Skills covered**			
Vocabulary	blend even tones observation organic	collage composition form highlight proportion shadow three-dimensional	tone tint shade form highlight midtone shadow three-dimensional blend impasto still life contrast composition communicate collage ephemera found materials
What children will have learnt by the end of the topic	How to use their observation skills o describe specific shapes, textures or patterns in object How to shade with a reasonable degree of accuracy and skill following the four shading rules How to use mark making to show texture and details How to use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture How to apply shading skills to how areas of light and dark (tone) How to apply line, shape and tone with digital tools How to save and present digital artwork How to use materials to create a design inspired by the Sun	How to create a three-dimensional effect by using contrasting tones to show light and dark How to combine lines and marks to represent different textures How to use lines and marks in different ways to represent dark and light areas (tone) How to compare the sizes of different objects to draw them in proportion How to represent the size of one object relative to another How to consider where to place each element thinking carefully about the space How to show texture in collage How to use the impasto technique to create textured effects	To accurately use the vocabulary *tone, tint* and *shade* How to mix colours with white and black to create a range of tints and shade How to create gradual changes in tone using tints and shades How to identify highlights, midtones and shadows on an object How to apply lighter and darker tones to show highlights and shadows How to use tone to make an object appear three-dimensional How to use a range of paint techniques to create tonal variation To use art vocabulary to describe elements of composition, such as shape, colour, light or balance How to arrange objects deliberately to create a balanced still life with areas of contrast How to mix a range of tints and shades, placing highlight and shadows in the correct places to show 3D form in a still life painting
Cross Curricular Links	❖ Maths ❖ Science	❖ Maths ❖ Science	❖ Science
Building on from…	A basic knowledge of artist skills.		

LKS2

Second Year

	Autumn 1	Spring 1	Summer 1
National Curriculum	Pupils should be taught: ➢ to develop their technique, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design ➢ to create sketch books to record their observations and use them to review and revisit ideas ➢ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ➢ about great artists, architects and designers in history		
Stimulus	**Painting and Mixed Media: Prehistoric Painting**	**Fabric of Nature**	**Sculpture and 3D: Mega Materials**
YEAR 3/4 **Skills covered**			
Vocabulary	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone	batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme	abstract bending carving cermaics form joining organic recycled sculpture surface three-dimensional (3D) twisting two-dimensional (2D) wire
What children will have learnt by the end of the topic	How to recognise the process involved in creating prehistoric art Approximately how many years ago prehistoric art was produced How to use simple shapes to build initial sketches How to create a large scale copy of a small sketch How to use charcoal to recreate the style of cave artists A good understanding of colour mixing with natural pigments To make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures To successfully make positive and negative handprints in a range of colours To apply their knowledge of colour mixing to make natural colours	How to describe objects, images and sounds with relevant subject vocabulary How to create drawings that replicate a selected image How to select imagery and colours to create a mood board with a defined theme and colour palette How to complete four drawings, created with confident use of materials and tools to add colour To understand the work of William Morris, using subject vocabulary to describe his work and style How to create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it How to identify and explain where a pattern repeats How to follow instructions to create a repeating pattern, adding extra detail To understand different methods of creating printed fabric in creative industries How to use sketchbooks to evaluate patterns How to produce ideas to illustrate products using their designs	How to draw in an unfamiliar way and take risks in thir work How to use familiar shapes to create simple 3D drawings and describe the shapes ty use How to draw a simle design with consideration for how its shape could be cut from soap How to transfer a drawn ida successfully to a soap carving How to make informed choices about their use of tools How to successfully bend wire to follow a simple template, adding details for stability and aesthetics How to creat a shadow sculpture using block lettering in the style of Sokari Douglas Camp How to show they are considering alternative ways to display teir sculpture when photographing it How to explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials How to describe how their work has been influenced by the work of El Anatsui
Cross Curricular Links	❖ History ❖ Maths	❖ Geography	❖ History
What comes next…	Please refer to your child's chosen middle school.		