EY – Art and Design

	Focus	Curriculum Content	Skills	Vocabulary
Autumn 1 Key Concepts: Line Colour	Skill-drawing Art History-Matisse	 Draw using a range of materials, tools and techniques experimenting with function Use a range of small tools including paintbrushes Show accuracy and care when drawing and copying Paint using a range of tools and techniques 	 Read "Matisse's trail" Begin to use a variety of drawing tools eg finger, stick, pencil, coloured pencils, pastels, chalk, felt tips pen etc Investigate different lines-thick, thin, wavy, straight Evaluate and respond to artist work (La Gerbe) What shapes can you see? What colours? Which one is the biggest? Use template to complete artist study Consider shape/colour Develop greater control of fine motor skills 	Line Thick Thin Colour Shape Artist
Autumn 2 Key Concepts: Line Colour	Skill-painting Expression- printing	Paint using a range of materials and techniques experimenting with design and function Use a range of small tools	 Create a whole class painting of the poppy field-respond to poem Experiment with a range of painting media and demonstrate increasing skill and control in using a range of mark making tools Explore mark making using sponges, different brushes and tools Use natural/manmade materials eg leaves, feathers, bubble wrap, sponge, grass to create paintbrushes (put materials on each of stick) Experiment with mark-making to create a variety of effects Begin to discuss material and line differences Create simple print using two colours inspired by Firework rhyme. Use printer tool (rolled up card cut down one side) Chn to say sounds while printing Overlay with 2 colours 	Colour Pattern Shape Line Structure Print
Spring 1 Key Concepts: Shape Colour	Skill-drawing Art History- Kandinksy Skill-painting	 Show accuracy and care when drawing Paint using a range of materials experimenting with colour 	 Record from observation Create a still life using evergreen plants eg holly, ivy, shrubs, pine cones etc Use charcoal to draw an object from still life Discuss shape and line Respond to the work of artists (Kandinsky-colour study, square with concentric circles). Consider colour and shape What colours can you see? Do you like it? Why? Create primary colour wheel. Artist study: colour match and mimic shape/colour 	Shape Line Primary colour Pattern

Spring 2 Key Concepts: Texture Shape	Skill-drawing	Draw using a range of materials, experimenting with texture	 Introduce texture by going on a texture hunt outside-use crayons to create rubbings eg brick, bark, leaf etc Compare different textures with peers What patterns can you see? Use oil pastels to draw from a photograph eg puffin, sunflower etc. Focus on moving away from the 'iconic' and focus on shape and laying colours 	Texture Pattern Looking Line
	Expression- sculpture	Share their creations, explaining the process they have used	 Experiment with the properties of a malleable material Demonstrate increasing skills and control when using a range of modelling tools to create a flat shape Explore textural imprints on clay tile-use leaves, shells, bark etc 	Texture
Summer 1 Key Concepts: Colour Line Pattern	Skill-painting Art History- Aboriginal art	 Share their creations, explaining the process they have used Paint using a range of materials, tools and techniques, experimenting with colour and design Use a range of small tools Paint using a range of materials, tools and techniques, experimenting with colour, design and form 	 Use watercolours to paint from observation using seascapes of Hengistbury head Experiment with line, amounts of water, brush strokes eg long, wavy, short etc How can you use different strokes to differentiate between sea and sky? Evaluate your own work and work of peers Read book "Why I love Australia". Respond to a range of aboriginal arts and artists-consider colour, shape. Why do you think the artists use dots? Discuss aboriginal artists-tradition, culture etc Discuss similarities and differences between previous artists work Recreate own works using dots-with cotton bud Develop fine motor skills, sense of pattern and colour (could potentially be whole class piece) 	Colour Brush stroke Colour Shape Pattern
Summer 2 Shape SPattern	Skill-drawing Expression-sculpture	 Draw with a range of materials and techniques experimenting with form Show accuracy and care when drawing Draw using a range of materials experimenting with design, form and function Share their creations 	 Use pencil with a developing soft sketching line to sketch from observation eg a shell. Experiment with line and careful shape to show texture Explore shapes and patterns in shells. Use natural materials to create your own sculpture inspired by the shell eg leaves, stones, sticks-(outside natural sculpture) Work on a chosen scale eg small, large, flat, 3D etc 	Line Space Shape form Pattern Sculpture

Year 1-Art and Design

	Focus	Curriculum Content	Skills	Vocabulary
Unit 1 Key concepts Colour Line	Skill-drawing Skill-painting	 To develop a wide range of techniques in using line, pattern and shape. To develop a wide range of techniques in using colour To develop a wide range of techniques in using colour and pattern 	 Name, match and draw lines/marks from observations (bold, thin, wavy, straight, broken, zig-zag etc) Identify primary and secondary colours by name Use paint to create a colour wheel with primary and secondary colours Mix primary shades and tones Separate warm tones and cool tones and verbalise words to each tone. Sort landscape photographs into warm/cool tones Experiment with colour mixing to match tones found in landscapes Colour match from pictures using paint. 	Line Pattern Shape Tone Primary/secondary Colour Warm Cool Tone
	Expression-painting	To use painting to develop and share ideas, experiences and imagination.	Use 'The Dot' by Peter Reynolds as inspiration for mark making. Think of different art materials that can be used to make a dot. How are they similar? How are they different? How many ways can you make a dot?	Materials Sculpture
Unit 2 Key concepts Texture	Skill-drawing	To use drawing to develop and share their experiences.	 Go on a Spring walk-Explore and compare texture by describing, naming, rubbing, copying what can be seen. Eg Use chalk on the ground to draw and describe shapes. Use crayon/coloured pencil to rub leaves/bark. 	Line Pattern Texture Nature
Pattern Shape	Art History-Andy Goldsworthy	Pupils should be taught about a range of artists.	 Explore and imitate the work of Andy Goldsworthy (The 'Leaf Sculpture') What do the children notice? Discuss the idea of temporary art. Discuss and use coloured pencils to explore and match colour schemes in a variety of Andy Goldsworthy sculptures. 	Disappear Change Sculpture Pattern Shape
	Expression- sculpture	To develop a wide range of art and design techniques in using pattern and shape	Use found objects from nature (leaves, stones etc) to create pattern and simple shape forming nature sculptures outside inspired by Andy Goldsworthy	

Unit 3 Key	Skill-drawing	To develop a wide range of techniques in using line, pattern and shape.	 Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes, different grades of pencil. 	Pattern Dark
concepts Line Colour	Art History-Claude Monet	 Pupils should be taught about a range of artists describing differences and similarities between disciplines 	 Discuss and identify colours, textures and patterns you can see in 'The Waterlily Pond Green Harmony' by Claude Monet. Study a section of the water. What material did the artist use? What colours can you see? 	Light Tone Line Shape
			 Experiment with oil pastels and paints to colour match the painting Explore the use of different brushstrokes and mark making to create horizontal marks with short, sharp movements Create an artist study with paint or oil pastels from a small section of the painting. Describe differences and similarities between painting and using oil pastels 	Brushstrokes Horizontal Mark making Colour
	Expression-painting	 Use paint to share experiences and imagination 	 Explore brushstrokes, colour and mark making to create a piece from oil pastels or paint that describes the River Stour in Tuckton inspired by Monet. 	

Year 2 – Art and design

	Focus	Curriculum Content	Skills	Vocabulary
Unit 1 Autumn 1 Key concepts: Pattern	Skill-drawing	To develop a wide range of techniques in using line, pattern and shape.	 Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes, different grades of pencil. Use a range of H-B pencils to shade in shapes-start to experiment with different hand pressure 	Line Pattern Shape Tone
Line	Expression-printing	 Pupils should be taught about a range of designers making links to their own work To use a range of materials creatively to design and make products 	 Brilliant beginning-Umigongo Discuss and identify qualities in Rwandan clothing-recognise, imitate and explore pattern Begin to discuss cultural meaning behind prints (differences to UK) Print with a range of materials e.g cork, sponge and create simple printing blocks and press print to build repeating patterns Design, plan, explore and reflect on creating a Ugandan print onto fabric 	Pattern Repeating Colour Design Reflect Print
Unit 3 Spring 1 Key Concepts: Shape Form	Skill-drawing Art History- Augustus Pugin/Norman Foster	 To use drawing to develop and share their experiences. Pupils should be taught about a range of designers describing the differences and similarities between different practises and disciplines 	 Explore mark making using oil/chalk pastels. Name, match and draw lines from observation experimenting with thin lines and thick rubbings Use four grid to copy a picture (Gherkin/Big Ben) using line and a range of pencils to scale. Use drawing, line, shape and pattern to explore architecture of the 'Big Ben' and the 'Gherkin What shapes can you see? Why do you think they look different? Identify similarities and differences between the 'Big Ben' and the 'Gherkin' in London. 	Line Mix media Blending Mark making Layering
	Expression-mixed media	 To use sculpture to develop and share their ideas, experiences and imagination To develop a wide range of techniques in using line, pattern, form, space and shape To use a range of materials creatively to design and make products 	 Experiment with tools and techniques with paint and chalk/oil pastels eg layering, mixing media mark making to design, produce and share ideas on subject (great fire of London skyline) Plan, design and manipulate a range of materials (card, cardboards, paper) to represent a known object (London skyline/building) consider shape and material 	Shape Space Form Line Tone Texture

Unit 2 Summer 1 Key	Skill-painting	To develop a wide range of techniques in using colour, pattern and texture	 Create textured paint by adding sand, foam, plaster or other Explore with different size paint brushes/painting tools to create mark making Explore texture in the environment and texture/colour match 	Colour Thick Smooth Rough Texture Flat
Concepts: Texture	Art History-Gerhard Richter	Pupils should be taught about a range of artists describing the differences and similarities between different practises and disciplines and making links to their own work	 Discuss and explore paintings by Gerhard Richter. What is texture? How has the artist achieved texture? Link to environment and use words to verbalise texture (crumbly, firm, rough) Compare painting to photograph of a landscape Colour/texture match paintings using thick paint/visible brushstrokes What effect does this create? Link to world around us: Use style to paint short studies showing texture (fur on animals, bark on trees etc) Discuss similarities to artist and their own studies 	Crumbly

Year 3 – Art and Design

	Focus	Curriculum Content	Skills	Vocabulary
Unit 1 Key concepts Line Colour	Skill-drawing	To improve their mastery of art and design techniques including drawing	 Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show awareness of objects having a third dimension Experiment with different grades of pencil and other implements to achieve variations in tone 	Tone Shading Depth 3D Shape
	Art History-Vincent Van Gogh, Andy Warhol, Picasso	 Pupils should be taught about great artists in history Create sketch books to record their observations and use them to review and revisit ideas 	 Identify, compare and discuss similarities between artists Van gogh, Warhol, Signac and Picasso using the language of art eg shape, form, texture, movement etc Use paint to create artist studies to explore and analyse brushstrokes, colour, form and shape in artworks (thick paint, thick brush, visible brushstrokes etc) 	Impressionism Pop art Cubism Pointilsm Shape Form Colour
	Expression-painting	Produce creative work, exploring ideas and recording their experiences	 Produce work by painting in the style of a chosen artist (from study) of a personal experience/memory Create different effects and textures with paint according to need Reflect and review work by creating an artist statement using the language of the arts 	Brushstrokes Texture Mood
Unit 2 Key concepts Space Form	Skill-drawing	 To improve their mastery of art and design techniques including drawing Create sketch books to record their observations 	Using charcoal: Use mark making and texture to form patterns Use blending techniques to give variations of tone and begin to show objects with a third dimension and space. Use skills to draw from still life (old key, chest etc) Focus on proportion and third dimension. Progressing onto chalk: Begin to experiment with blending, layering with chalk to create different shade and tints. Use chalk to colour match colours from the environment (use a leaf/shell etc) Use mark making and soft blending to explore and imitate patterns found in the environment Create still life using chalk. Focus on experimenting with colour to create third dimension	Form Shape Third dimension Negative space Line blend Layering Colour match pattern
Unit 3 Key Concepts:	Skill-painting	To improve their mastery of art and design techniques including painting	 Mix colours and know which primary colours make secondary colours Mix and use tints and shades 	Primary, secondary,

Pattern Space Value	Art History-Yayoi Kusama	Pupils should be taught about great artists in history	 Experiment with different effects and textures Colour match with known objects from images Explore the life and works of Yayoi Kusama (focus on large installations and pumpkin work). Identify key symbols in work and how her life has led her to create such installations. Discussion on artist style, how do you know she has created the piece? How does her work change the environment and space around us?What do you think? Compare with previous artists studied from unit 1) 	complimentary colours Tints Shades Value Pattern Form Space Shape Sculpture
	Expression- sculpture	 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 paint. Produce creative work, exploring ideas and recording their experiences 	 Create sketch studies of pumpkins with a focus on pattern and colour used. Use entire page with large, small pumpkins to create piece and explore using dots further. Plan an idea for a sculpture using clay of their own fruit/veg (one that reminds them of childhood) Use dots and colour inspired by artist. Consider colour carefully, eg complimentary, secondary colours Create clay sculpture of fruit/veg using two push pots that come together Use a variety of tools to create texture and take time on form and shape of vegetable/fruit. Paint final piece using ideas from sketchbook Create exhibition of scultpures all together. Children can discuss ideas and explain reasoning behind their sculptures to peers. 	Installation Push pot

Art and Design-Year 4

	Focus	Curriculum Content	Skills	Vocabulary
Unit 1 Key concepts: Space Line	Skill-drawing	To improve their mastery of art and design techniques including drawing	Develop control and use of materials to make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, oil pastels, pens etc: • Use continuous line drawing to improve hand control, description and awareness of line and space (quick 3 minute drawings on objects in the environment) "Describe what the eye can see with line"	Line Shape Form Space Continuous
	Art History- photography-Julia Margaret Cameron	 To know about great artists and understand the historical development of their art forms Evaluate and analyse create works by using the language of art, craft and design 	 Ask questions, discuss and sort paintings into a timeline eg Van Gogh, Andy Warhol, Claude Monet, Paul Signac, Pablo Picasso, Cave paintings, Rothko, Pollock, Mondrain, Frangonard, Di Vinci, Yayoi Kusama etc Evaluate and analyse how art has progressed. Begin to consider art concepts eg form, colour, space Identify the invention and progression of photography Discuss and identify how this changed the purpose of art Discuss the works of Julia Margaret Cameron and how her photography was perceived (differences between painters and photographers). Why was she criticised? What do you think? What was she trying to do? 	Colour Brushstrokes Perception Photography Movement Shadow Light Negative space
	Expression- photography	Produce creative work, exploring their ideas, and recording their experiences	 Create a small pinhole camera to experiment different views of the world Experiment with image and explore with light and space Explore shapes, shadows, space and form with line to create a different perception of an object 	Negative space
Unit 2 Key concepts Pattern Shape	Skill-painting Expression-painting	 To improve their mastery of art and design techniques including painting Produce creative work, exploring their 	 Use watercolours to experiment with different effects and textures including washes, layering, material Create different effects and textures with paint according to need (cloud studies) Explore colours and techniques in the works of Alma Thomas-the first black woman to have a solo show at The Whintey Museum in New York. 	Wet on wet Wet wash Layering Texture Shape Form
	Alma Thomas	ideas, and recording their experiences	 (Focus on 'Space' series) How did the technological advances inspire her work? Create a small artist study to explore shape and colour Create your own piece inspired by Alma Thomas on a satellite photo from space of Hengistbury head Explore pattern and ideas in sketchbook before final piece Consider use of line, shape, blocks of colour 	Colour Space shape

Unit 3 Key concepts: Value Colour	Skill-painting Art History-John Dyer/Nixiwaka Yawanawa	 To improve their mastery of art and design techniques including painting To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas 	 Mix colours and know which primary colours make secondary Study and match colours from rainforest pictures Create tints and shade eg a shade line from each colour: explore value Experiment with blending and layering techniques "Spirit of the rainforest": Analyse the works of John Dyer and Nixiwaka Yawanawa using sketchbook studies Visually: shape, pattern, colour, form imitate with colour/pattern match Purpose: Discuss cultural relevance 	Primary colour Secondary colour Tone Lighter Darker Cool Warm value Line Form
	Expression-Mixed media	 Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	 Select appropriate material eg chalk, oil pastel, paint, mixed media and begin to create initial ideas in sketchbook for piece inspired by artists for your own "Spirit of the rainforest" work – could be a whole class piece Revisit sketchbook ideas and create final piece with chosen media for a desired effect 	Shape Pattern texture
Unit for beach school Key Concepts Space Shape	Art History-Richard Long (Andy Goldsworthy, Henri Moore)	 To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas 	 Identify and discuss 'Sculpture' Evaluate and analyse similarities between Sculptors Henri Moore and Richard Long eg material, temporary art, texture, form, shape, purpose Link Richard Long and Andy Goldsworthy eg maps, nature Discuss purpose and meaning behind sculptures Use coloured pencils to explore and colour match colour schemes in a variety of Richard Long sculptures 	Shape Space Form Line Tone Texture Sculpture Material
	sculpture	Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation	 Use found objects from nature to invent temporary sculptures. How will your art change? Consider shape, form, material, structure Consider purpose-who will see your art? Material, shape and form Observe how your sculpture change during the week 	Natural Change Purpose

Art and Design-Year 5

	Focus	Curriculum Content	Skills	Vocabulary
Unit 1 Key Concepts: Pattern Shape	Skill-drawing Artist-Joel Penkman	To improve their mastery of art and design techniques including drawing	 Introduce works by Joel Penkman. Use diagonal grid drawing using 4 or more sections to draw an object (favourite sweet/wrapper) from a life using pencil Focus on proportion and shape 	Proportion space
Shape	Art History-Hokusai	 To know about great artists and to understand the cultural developments of their art forms Create sketch books to record their observations and use them to review and revisit ideas 	 Identify and discuss the life and work of Hokusai Analyse style, shape, pattern technique, colour and cultural links (Japan) Use sketchbooks for artist study to imitate and colour match form and shape 	Pattern Print Colour Texture Design Reflect
	Expression-print	To improve their mastery of art and design techniques including print	 Imitate style by creating printing blocks by simplifying an initial sketch book idea with a focus on texture and pattern. Allow for trial and error/mistakes to reflect upon result to get the desired work Use relief or impressed method to create single layered print. 	
Unit 2 Key Concept: Line Colour	Skill-drawing	To improve their mastery of art and design techniques including drawing	 Explore the work by David Hockney produced in France over Covid-19 Lockdown using the ipad as a drawing tool. Use Brushes on ipads. Focus on technique eg overlapping of colour, line, pattern drawing the same landscape/natural object over a variety of days. Use ipad drawing app to create an observational drawing using overlapping to shade and create different effects of a landscape eg the boat/flowers outside school. 	Overlapping Line variations Zoom in View point
	Artist study- David Hockney	 To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas 	 Use sketch books to respond to a David Hockney landscape using creative writing Analyse work using colour, shape, texture and pattern match with small artist studies of different parts of the painting-Use oil pastels Consider mood, tone and shape. How has he captured the movement of the river? 	Narrative
Unit 3 Key Concepts: Line Pattern	Art History-Victoria Villasana	Pupils should know about great artists and in history	 Explore and discuss the works and life of Victoria Villasanna Why do you think she has used those colours? What do you think of her art work? Chn ask questions and discuss a variety of examples 	Photography Colour Shape Texture Pattern Purpose

Expression- collage/sewing	 Create sketch books to record their observations and use them to review and revisit ideas To have the knowledge and skills to experiment, invent and create their own works of art. 	 Use a black and white photo for children to create their own works inspired by Victoria Villasana. Consider purpose/activism. Use different coloured thread to sew patterns onto picture. Take time to plan the effect you want. 	Activism
Art History- Architecture- Muhammad Hassan- e-Memar Muhammad Reza Kashi Paz-e-Shirazi	 Pupils should know about great artists and architects in history Create sketch books to record their observations and use them to review and revisit ideas 	 Ask questions, discuss and analyse mosques from around the world. Evaluate shape, colour, form, structure. What are the similarities and differences between churches/cathedrals and mosques? How does this change a city skyline? Discuss mood and lighting. What do you think? Create short studies using pattern and coloured pencil in sketchbooks. 	

Year 6 –Art and Design

Focus		Curriculum Content	Skills	Vocabulary
Unit 1 Key Concept: Shape Value	Skill-drawing	To improve their mastery of art and design techniques including drawing	 Use line to begin to use simple perspective using a single focal point and horizon eg buildings Begin to develop an awareness of composition, scale and proportion in images eg fore ground, middle ground and back ground 	Horizon Perspective Scale Composition
value	Art History-Seonna Hong	 Evaluate and analyse creative works using the language of arts, crafts and design Create sketch books to record their observations and use them to review and revisit ideas 	Analyse and evaluate paintings by Seonna Hong to create discussion points as a class using the language of arts and crafts: • Visually-What techniques has the artist used? Consider art concepts eg colour, form, shape, texture, space, line • Purpose-What does it make you think of? What narratives can you see? What is the atmosphere/mood of the paintings? Is there a common theme between the paintings? What symbols can you see? Eg rainbows-childhood • Use sketchbooks to compare two paintings using imitation of shape and colour match: Focus on splitting the fore ground, middle ground and background. Which is the brightest? Which is the most important?	Narrative Texture Shape Line Pattern Symbols Colour Atmosphere Value
	Expression-drawing and painting	To have the knowledge and skills to experiment, invent and create their own works of art.	Create a piece inspired by the use of narrative in Seonna Hong's work that tells a story of either Grace, Integrity or Aspiration: Think of a memory/narrative that reminds you Grace, Integrity or Aspiration Use sketchbooks to start to create imagery. Think about how you felt: What did you see? Hear? Smell? What colours could you see? Create your background using simple colours. Think about atmosphere and mood eg 3 stripes Create your middleground-consider shape and texture. Cut and stick on Create your fore ground and add to your piece eg animals, people, objects. Think about composition and narrative Leave some mystery for the viewer to solve!	Reflect
Unit 2 Key Concepts: Space Shape	Skill – drawing	To improve their mastery of art and design techniques including drawing	 Take an interesting/closeup self portrait Use corner-corner diagonal grid to draw self-portrait with a clear focus on shape and proportion. 	Space Negative space Light Dark Line
	Art History	 To know about great artists and architects in history To understand the historical and cultural developments of their art forms 	 Discuss and sort artist work into a timeline Add and identify world events that have affected the progression of art eg progression of photography, WW1, WW2, aeroplane etc Analyse and evaluate art works using the language of arts and crafts eg texture, shape, form, space, colour and art movements 	Shape/proportion Progress Line

	Expression-painting- Frida Kahlo	 Create sketch books to record their observations and use them to review and revisit ideas 	 How has the purpose of art changed? Eg decoration-process-expression Why are there no women artists before a certain time? Were there no women artists? What does 'good' art look like to you? Discuss and evaluate the life and works of Frida Kahlo. Consider narrative, feminism etc Why is her art work so important to feminism? (refer to her self-portrait) Paint your own self portrait inspired by her work using paint eg one half inner self, one half outer self or inner self in background Consider narrative, colour, space and mood. 	Form Shape Texture Space Purpose Narrative Space Colour
Unit 3 Key Concepts: Pattern Form	Art History-Gina Marshall Expression-printing	 To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	 Explore and discuss the works of Gina Marshall with works of the Jurassic Coast with a focus on colour and pattern. Give opportunities to reflect and ask questions. Create a short artist study with a focus on pattern. Use foil printing to create 2 short studies inspired by Gina Marshall of our coast. Allow for trial and error to perfect print technique. Focus on pattern and shape. 	Complimentary colours Pattern Colour Shape Abstract line
	Art History-Rebecca Louise Law, Susanna Bauer, Bobbie Burgers	 To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas 	 Evaluate, analyse and compare the works of Rebecca Louise Law, Susanna Bauer, Bobbie Burgers. How have they managed to capture nature? Eg shape, texture, movement, colour, Identify how they have manipulated material for a desired effect eg size, space, pattern etc What do you think the purpose of their art is? 	Layering Blocking Under colour Tone Warm Cool Sculpture
	Expression- Scultpure	 Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	 Explore one item in nature eg bird, shell, flower, leaf and use sketchbooks to study and gather ideas. Consider shape, space and pattern with line Manipulate willow sticks to create a small sculpture an object. If needed add other media eg string, tissue paper to add detail and pattern to piece Hang sculpture using string to create a whole class piece eg look at Rebecca Louise Law 	Temporary Perception Shape Material Pattern