


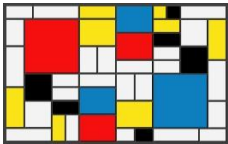





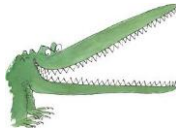



Nursery	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
<p>Continuous Provision</p> <p>Learn the names of different tools that bring colour (glue, pastels, paint, felt tips), as well as tools that will create different marks for example brushes and sponges</p> <p>Use paint of different consistency. Develop some control and refinement in painting. Explore making marks, creating lines and circles and giving meaning to marks e.g., "That's me"</p>	<p>Artist: Eric Carl</p>  <p>Outcome: Art work inspired by Eric Carl picture books using paint and a range of media</p> <p>Knowledge: To recognise the work of Eric Carle. To know how to explore and use a range of tools for making marks on paper, e.g. pens, pencils of different thickness, brushes, straws, sponges. To know at least one of the primary colours.</p> <p>Skills: To explore simple mark making with a variety of materials: pencils, felt tips, biro, paint dots, brushes, sponges, twigs, straws.</p> <p>Vocabulary: draw, shape, circle, round, form, colour, paint, draw, wet, dry</p>	<p>Artist: Pablo Picasso</p>  <p>Outcome: Doodles and drawings of people, faces and animals inspired by Picasso</p> <p>Knowledge: To begin to describe what you can see in the work of Pablo Picasso. To begin to describe what you can see in Picasso's work (lines, shapes, colours). To know how to create closed shapes with continuous lines. To know the difference between straight, wavy, dot, circle.</p> <p>Skills: To use a variety of drawing tools for example finger, stick, pencil, chalks, crayons. To explore different lines: thick, thin, wavy straight. To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Vocabulary: line, thick, thin, pattern, wavy, straight Colour, pattern, shape, body parts, dot, circle, straight</p>	<p>Artist: Yayoi Kusama</p>  <p>Outcome: 3D models of flowers and plants using junk materials, decorated with polka dots</p> <p>Knowledge: To begin to describe what you can see in the work of Yayoi Kusama (colours, size, shape, patterns etc.). To name and describe the parts of flowers (petal, leaf, stem.) Know the names of tools and materials (scissors, glue sticks, sticky tape, card, paper, pipe-cleaner). To know the names of the three primary colours.</p> <p>Skills: To begin use rollers, cutters and their hands to form shapes using playdough. To begin to explore creating dots using a variety of techniques (potato printing, cotton buds, cotton reels, fingers, pencils, felt-tips, paint, bubble wrap). To begin to cut shapes from different materials (paper, card, tissue) using scissors. To begin to join materials using glue and sticky tape.</p> <p>Vocabulary: fold, bend, stick, cut, twist, roll, flatten, join, dot, circle, straight, large, small, red, blue, yellow, stem, leaf, petal, round, tall</p>	<p>Developing Ideas</p> <p>To begin to know how to explore different medias- sounds, colours, materials, textures and drawing. To begin to know how to use media and materials in original ways. To begin to know the uses and purposes of different medias, sounds, colours, materials, textures and drawing. To begin to know how to adapt own work when necessary, in an informal manner.</p> <p>Evaluating</p> <p>To begin to say what they like about their artwork. To begin to talk about what they have done. To begin to say what they can see and like in the work of another artist.</p> <p>Great Artists, Architects and Craftspeople</p> <p>To become familiar with artists and illustrators including those from familiar books they read (Eric Carle, Axel Scheffler).</p>






Reception	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
<p>Continuous Provision</p> <p>Using and experimenting with primary colours to ensure they know their names. Allow for the experimentation of mixing as this will begin their understanding of how to create new colours from primary colours.</p>	<p>Artist: Piet Mondrian</p>  <p>Outcome: Art inspired by Piet Mondrian using lines and exploration of primary colours</p> <p>Movement: Abstract</p> <p>Knowledge: To recognise the work of Piet Mondrian. To describe some of the features of his work (shapes, lines, colours). To know how to use a variety of drawing tools. To know lines can be curved or straight. To name the primary colours. To know how colours can be mixed (exploration).</p> <p>Skills: To draw controlled lines and use the skill to make different shapes. To use a paint-brush to create lines and shapes. To explore how colours mix to create a new colour To use a variety of textured, sized, coloured and shaped papers and brushes.</p> <p>Vocabulary: line, crayon, drawing, felt tip; brush; red; blue; yellow; primary colour; straight; curved</p>	<p>Artist: Walt Disney</p>  <p>Outcome: Cartoon drawing inspired by Walt Disney</p> <p>Knowledge: To begin to recognise illustrations by Walt Disney and other Dr Seuss and compare them.</p> <p>To know different types of outlines: thick, thin, wavy.</p> <p>Skills: To use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk, marker pens, felt-tips. To use drawings to tell a story from retelling or from imagination.</p> <p>To become more accurate in drawings of people and animals that include all the visible parts of the body: head, hands, fingers.</p> <p>To begin to use pencils to shade within the outlines.</p> <p>Vocabulary: line, outline, thick, thin, pattern, wavy, straight, colour, shape, body parts, sketch, dot, circle, bold.</p>	<p>Artist: Yayoi Kusama</p>  <p>Outcome: 3D hanging model of butterfly with polka dots in the style of Yayoi Kusama</p> <p>Knowledge: To begin to recognise some of the work by the artist Yayoi Kusama and begin to describe her work using subject specific language e.g. colour, dots, sculpture, painting. To name and describe the parts of butterflies (wings, legs, body, antennae, head). To know the names of the three primary colours.</p> <p>Skills: To become independent in creating dots using a variety of techniques (potato printing, cotton buds, fingers, pencils, felt-tips, paint, bubble wrap). To become confident in cutting shapes from different materials (paper, card, tissue) using scissors. To join materials using glue and sticky tape. To learn how to stiffen card using papier-mache to create a 3D effect. To use threading techniques with beads. To learn how to create loops and tie knots with thread or wool.</p> <p>Vocabulary: fold, bend, stick, cut, twist, roll, flatten, join, dot, circle, straight, curve, attach, wings, head, body, antennae, large, papier-mache, thread, loop, tie</p>	<p>Developing Ideas</p> <p>To explore different medias- sounds, colours, materials, textures and drawing with growing purpose and confidence.</p> <p>Evaluating</p> <p>To use media and materials in original ways.</p> <p>To know the uses and purposes of different medias, sounds, colours, materials, textures and drawing.</p> <p>Great Artists, Architects and Craftspeople</p> <p>To adapt own work when necessary, in an informal manner.</p> <p>Say what they like about their artwork or what they did well. Talk about what they have done. Describe what they can see and like in the work of another artist.</p> <p>To know of some famous artists and begin to use and know simplified styles and techniques</p>






Year 1	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
	<p>Artist: Paul Klee</p>  <p>Outcome: Landscape art in the style of Paul Klee using secondary colours</p> <p>Movement: Abstract</p> <p>Knowledge: To recognise the work of Paul Klee. To begin to describe the features of his work. To know the names of primary colours. To know the names of 2d shapes. To know how to form new colours (orange, green, purple, by mixing primary colours). To know what a colour wheel is. To know how to create colour wheels to show variations of colour. To distinguish between a thin and thick brush. To know how to use thick and thin brushes.</p> <p>Skills: To hold a paint brush appropriately. To apply knowledge of primary colour mixing to create desired colours in own work. To draw geometric shapes more accurately.</p> <p>Vocabulary: distinguish, colour wheel; abstract art; primary colour, red, blue, yellow, green, purple, orange, light, dark, shade, landscape; circle, triangle, rectangle, square; semi-circle, polygon</p>	<p>Artist Quentin Blake</p>  <p>Outcome: Animals and people inspired by Quentin Blake</p> <p>Knowledge: To know the work of Quentin Blake and describe the features and specific characteristics of his work</p> <p>Skills: To hold a pencil correctly. To use a variety of tools correctly: pencils, rubbers, crayons, felt tips, charcoal, ballpoints, chalk and other dry media. To use a sketchbook to gather and collect artwork. To explore the use of line, shape and colour. To know how to control the material to make lines of different thickness</p> <p>Vocabulary: line, outline, thick, thin, soft, pattern, line, shape, detail, bold, wavy, straight, texture: smooth, rough, wrinkly, bumpy, felt tip pen, marker, long, curvy</p>	<p>Artist: Joan Miro</p>  <p>Outcome: Clay aliens and creatures inspired by Joan Miro</p> <p>Knowledge: Name and know some of the work of contemporary artist Joan Miro. Describe the work of Joan Miro using subject specific language e.g. colour, sculpture, surreal, painting, To know and understand specific process language: rolling, flatten, pinch, join, sculpt To know names of the primary colours and how they can be mixed to create desired secondary colours.</p> <p>Skills: To use tools and equipment safely and in correct way. To begin to handle and manipulate clay in a variety of ways e.g. rolling, kneading and shaping. To learn how to create a pinch pot using clay. To design and label a clay sculpture inspired by the chosen artist. Learn how to shape and join clay to create a 3D sculpture. To enhance sculpture with additional materials (pipe-cleaners, beads, buttons). To use language to explain skills and techniques. To use appropriate materials to create a desired texture or pattern (e.g. pen top for dots). To paint and decorate clay pot using contrasting primary and secondary colours</p> <p>Vocabulary: sculpture, construct, model, bend, attach, curve, form, clay impress, roll, twist, smooth, indent, dots, texture, join, 3D, 2D</p>	<p>Developing Ideas To know how to respond to various ideas and starting points of art.</p> <p>Evaluating Talk about drawings and paintings and say what they feel. Describe what they can see and like in the work of another artist / craft maker / designer Express their feelings about their own / a peer's piece of art. Respond to ideas</p> <p>Great Artists, Architects and Craftspeople To know and describe the work of notable artists, artisans and designers. To know some of the styles and techniques of the artists, artisans and designers studied and begin to use them</p>






Year 2	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
	<p>Artist: Henry Rousseau</p>  <p>Outcome: Art in the style of Rousseau</p> <p>Movement: Post-impressionist</p> <p>Knowledge: To name the artist Henri Rousseau. To describe the features of his work. To know how to select the appropriate thickness of brushes to use in their artwork. To know the difference between tint and tone. To know how to add white to colours to make tints and black to colours to make tones. To begin to describe colours by linking them to objects for example 'raspberry and pink', 'sunshine and yellow'.</p> <p>Skills: To add white/ black to colours to make tints and tones. To mix colours to match those of the natural world - for example colours that aren't as defined. To begin to use colour on a larger scale than A4</p> <p>Vocabulary: tint, tone; portrait-landscape; layers; darken, lighten</p>	<p>Artist: Korky Paul</p>  <p>Outcome: Animals, scenes and people inspired by Korky Paul</p> <p>Knowledge: To recognise the illustrations of Korky Paul. To describe the features of his work. To know that there are different grades of pencil and these are different tones.</p> <p>To name the techniques of hatching and cross hatching.</p> <p>Skills: To know how to create different shades and tones using hatching and cross hatching. To know how to press hard or light with a pencil to create desired effect.</p> <p>Vocabulary: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, tone, oval, long, curvy, bright; hatching, cross hatching.</p>	<p>Artist: Su Blackwell</p>  <p>Outcome: Enchanted Fairy tale forest themed paper sculpture inspired by Su Blackwell</p> <p>Knowledge: To know what sculpture is. To describe and compare sculptures from the past and present To know about the artist Su Blackwell and be able to describe some of her work</p> <p>Skills: To fold paper accurately and with precision To use paper to manipulate and sculpt paper to create different effects To explore sculpting paper to create different shapes, such as birds, animals, flowers and trees.</p> <p>Vocabulary: sculpture, construct, model, fold, roll, bend, attach, curve, form, roll, twist, curl, crimping, cut outs, loops, fringe, prism, spirals layering</p>	<p>Developing Ideas To know how to explore ideas and collect visual information. To know how to explore different methods and materials as ideas develop</p> <p>Evaluating Talk about their work and explain it. Describe what they think or feel about their own and others' work. Think of ways to adapt and improve own work. Make links to an artist to inspire their work. Make topic links to their art. Say how other artists / craft makers / designers have used colour, pattern and shape. Begin to use ways to improve work. Explore ideas and change what they have done to give a better result.</p> <p>Great Artists, Architects and Craftspeople To know some of the styles and techniques of the artists, artisans and designers studied and begin to use them making some links with previous artists. To know and describe the work of notable artists, artisans and designers stating personal preferences</p>






Year 3	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
	<p>Artist: Sonia Delaunay</p>  <p>Outcome: Art work inspired by Sonia Delaunay</p> <p>Movement: Orphism</p> <p>Knowledge: To consolidate and build on knowledge learnt in KS1. To name the artist Sonia Delaunay and recognise the features of her work. To know and use a style of art known as Orphism. To know about complementary and harmonious colours. To know different types of brushes for specific purposes (flat, round, pointed round). To begin to explore the link between colour and mood.</p> <p>Skills: Consolidate, build on skills learnt in KS1. To extend the exploration of colour mixing to applying colour mixing. To show the difference between primary and secondary colours through colour wheels.</p> <p>Vocabulary: Revise and consolidate all vocabulary learnt in KS1 plus: bold; geometric; Orphism, complimentary and harmonious colours, mood</p>	<p>Artist: Stephen Wiltshire</p>  <p>Outcome: Perspective art of city scape or famous building</p> <p>Movement: Contemporary</p> <p>Knowledge: To name the artist Stephen Wiltshire and recognise his work. To know what perspective is in Art. To know what a cityscape is. To recognise famous buildings from cities across the world. To know how to annotate sketches to explain and elaborate ideas. To name the techniques of hatching and cross hatching</p> <p>Skills: To use different hardness of pencils to show line, tone, texture. To sketch lightly. To apply the skills of hatching and cross hatching more confidently in own work. To create perspective art</p> <p>Vocabulary: shade, tone, texture, light, dark, hatching, cross-hatching, horizontal, vertical, city scape, perspective</p>	<p>Artist: The Ancient Greeks</p>  <p>Outcome: Clay vases inspired by the Ancient Greeks</p> <p>Knowledge: To name and describe a variety of Ancient Greek pottery shapes and explain their uses. To know how Greek vases evolved and changed over time. To describe and compare the work of Ancient Greek vase painters (Ezekias, Berlin Painter).</p> <p>Skills: To learn how to roll and join clay to create a simple coil pot. To independently mould, carve and cut clay using appropriate tools. Independently add texture to clay using tools in different ways. To create shapes in a recognisable form. To make informed choices about the technique chosen. To plan and design final models in sketch books using annotation to describe techniques. To make and adapt models based on design criteria. To decorate final product using paint and applying painting techniques learnt previously.</p> <p>Vocabulary: detail, decoration, texture, two-dimensional, three-dimensional, relief, sculpt, indent, layers, carve, texture, roll, flatten, amphorae, kraters, geometric, red figure, black figure</p>	<p>Developing Ideas To know how to develop ideas from starting points throughout the curriculum. To know how to collect information, sketches are resources. To know how to adapt and refine ideas as they progress. To know how to explore ideas in a variety of ways. To know how to comment on artwork using visual language</p> <p>Evaluating Make their own choices. Annotate a sketch book. Create artwork following an idea or towards a specific purpose. Make comments on the work of others, including both ideas and techniques. Communicate what they are trying to express in their own work.</p> <p>Great Artists, Architects and Craftspeople To know some techniques used by artists, artisans and designers and replicate some of these. To know how to create original pieces that are influenced by the studies of others.</p>






Year 4	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
	<p>Artist: Georges Seurat</p>  <p>Outcome: River scene in style of Pointillism</p> <p>Movement: Pointillism</p> <p>Knowledge: To understand the term 'Neo Impressionism' and identify that trends in art change over time. To know when and why the Pointillist movement began. To know what optical mixing is. To compare colours to a commercial colour chart to extend knowledge of variation of colour.</p> <p>Skills: To use pointillism to create shades of colour. To experiment using different effects and textures, specifically Pointillism with thicker paint (blocking colour, washes, thick paint for texture) and watercolour. To use a variety of tools to create desired effect – cotton buds, straws, paint brushes).</p> <p>Vocabulary: mood, expression, pointillism, thick, texture; shade; effects; optical mixing; mood</p>	<p>Artist: Pablo Picasso</p>  <p>Outcome: Portrait in the style of cubism using different angles, lines and shapes and colours</p> <p>Movement: Cubism</p> <p>Knowledge: Name the artists Pablo Picasso and George Braque and be able to identify their work.</p> <p>To know the features and characteristics of cubism. To know the different types of drawing pencils.</p> <p>Skills: To use different hardness's of pencils to show line, tone and texture with increasing purposefulness and give reasons. To annotate sketches to explain and elaborate ideas referencing visual language (e.g. pattern, texture, mood). To use the skills of hatching and cross-hatching to show tone and texture.</p> <p>Vocabulary: regular, irregular, cubes, angles, form, shape, dimension, proportion, cubism</p>	<p>Artist: Alberto Giacometti</p>  <p>Outcome: An interpretation of the human form in wire and foil</p> <p>Knowledge: To name and describe a range of work of Alberto Giacometti. To know about his life and inspiration and how his work evolved over time. To know about the work of some of his contemporaries them, e.g. Henry Moore.</p> <p>Skills: To combine techniques and materials to create shapes. To understand how to balance sculpture so it stays upright. To plan and design final models in sketch books using detailed annotation to describe techniques. Make and adapt models based on design criteria.</p> <p>Vocabulary: sculptures, two-dimensional, three-dimensional, structure, construct, hollow, solid, shape, proportion, manipulate, fragile pose, delicate</p>	<p>Developing Ideas</p> <p>To know how to develop ideas from starting points throughout the curriculum. To know how to collect information, sketches are resources. To know how to adapt and refine ideas as they progress</p> <p>Evaluating</p> <p>To plan work carefully before beginning. Experiment with the styles of different artists. Compare others' work with their own. Appraise the ideas, methods and approaches used in others' work, using a critical approach. Use the appraisal of others for improvement. Communicate what they are trying to express in their own work</p> <p>Great Artists, Architects and Craftspeople</p> <p>To know some techniques used by artists, artisans and designers and replicate some of these with increasing accuracy. To know how to create original pieces that are influenced by the studies of others explaining reasoning and choices.</p>



Year 5	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
	<p>Artist: Georgia O’Keeffe</p>  <p>Outcome: To paint a flower or landscape inspired by Georgia O’Keeffe using water colours.</p> <p>Movement: American Modernism</p> <p>Knowledge: To name and identify the work of Georgia O’Keeffe. To know how to express emotions through painting (considering different materials, colours and tones). To develop understanding of complimentary colours. To know how to use watercolour paints appropriately and effectively. To know the difference between tints, shades and tones.</p> <p>Skills: To choose appropriate brushes to produces texture, shape, pattern and line. To develop water colours skills, e.g. creating washes for backgrounds and then add detail.</p> <p>Vocabulary: emotion, complimentary colours, mood, expression, effects, techniques, abstract, tints, shades, tones, American Modernism</p>	<p>Artist: Leonardo Da Vinci</p>  <p>Outcome: Art inspired by Leonardo Da Vinci using drawing skills and mixed media</p> <p>Movement: Renaissance</p> <p>Knowledge: To name and identify work of Leonardo Da Vinci.</p> <p>To compare the artist’s work with previous artists studied.</p> <p>Skills: Use sketchbooks to experiment with different drawing materials, including charcoal and pencils of different grades, oil pastels, chalk. To develop the use of simple perspective in their work using a single focal point and horizon. To begin to develop an awareness of composition To use a variety of different shading techniques accurately and confidently including hatching and cross hatching and stippling. To start developing their own style using mixed media (red and white chalk, brown paper, white paint).</p> <p>Vocabulary: line, tone, pattern, texture, colour and shape, hatching, cross hatching, stippling, hue, perspective; observation, mixed media, shading, hatching, blending, perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</p>	<p>Artist: Clarice Cliff</p>  <p>Outcome: Clarice Cliff inspired Art Deco cups, vases and jugs</p> <p>Knowledge: To name and describe a range of work of Clarice Cliff. To know about the Art Deco movement and describe its features. To know about her life and inspiration and how her work evolved over time.</p> <p>Skills: To independently join clay to create a simple coil pot. To plan and design final models in sketch books using detailed annotation to describe techniques. To sculpt clay with increasing precision to create a recognisable form based on design criteria. To make and adapt models based on design criteria. To decorate final product using paint and applying detailed painting techniques in the style of Clarice Cliff</p> <p>Vocabulary: art deco, detail, decoration, natural form, texture, two-dimensional, three-dimensional, coil-pot, mould, manipulate, shape, sculpt, roll, flatten, indent, carve, stroking, dabbing, twisting, sculpt</p>	<p>Developing Ideas</p> <p>To know how to develop and imaginatively extend ideas from starting points throughout the curriculum. To know how to collect information, sketches and resources and present ideas imaginatively and independently in a sketchbook. To some terms associated with artistic movements such as realistic/realism or impressionism/impressionistic.</p> <p>Evaluating</p> <p>Keep and use detailed notes in sketch book. Evaluate own and others’ work, explaining and justifying their reasons. Use analysis when commenting on ideas. Consider the end point when adapting and improving their work. Develop and improve their own style. Critique each other’s work as a way of developing each other’s ideas. Make and support their own decisions and choices</p> <p>Great Artists, Architects and Craftspeople</p> <p>To know some of the names of artists, artisans and designers, recalling some details of styles and biographies (including own sketches). To know how to create original pieces that are influenced by the studies of others explaining reasoning and choices linking to purpose</p>



Year 6	Autumn Term 1 Painting	Spring Term 1 Drawing	Summer Term 1 3D Sculpture	Ongoing for every unit
	<p>Artist: Frida Kahlo</p>  <p>Outcome: To create a self- portrait inspired by Frida Kahlo.</p> <p>Movement: Surrealism</p> <p>Knowledge: To know aspects of Mexican folk art; to know what surrealism is and identify aspects of surrealism. To name the artist Frida Kahlo and identify her work. To know how to mix different colours, tones and shades confidently, including skin tones. To know difference between portrait and self-portrait; To know how to choose complimentary colours confidently.</p> <p>Skills: To make purposeful choices when thinking about colour, texture, materials. To continue to experiment and develop their own personal painting style, explaining different choices. To use their knowledge of proportions to complete a self-portrait. To apply aspects of surrealism to their own artwork.</p> <p>Vocabulary: preference, emotion, complimentary colours, mood, expression, effects, techniques, mixed media, proportion; Surrealism</p>	<p>Artist: Banksy</p>  <p>Outcome: Street Art with message, inspired by Banksy</p> <p>Movement: Post-modern</p> <p>Knowledge: To know about Banksy and recognise their art. To know that art can be political and express opinions To know that graffiti is considered vandalism. To know how to choose the most suitable material for their piece giving reasons why (this could include experimentation in sketchbooks).</p> <p>Skills: To demonstrate a wide variety of ways to make different marks with dry and wet media. To develop ideas using different or mixed media, using a sketchbook. To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. To design and make their own stencils</p> <p>Vocabulary: stencil, graffiti, street art, satire, design, stipple, mixed-media</p>	<p>Artist: Yayoi Kusama</p>  <p>Outcome: Flowers that bloom at midnight (clay)</p> <p>Movement: Post-modern</p> <p>Knowledge: To name and describe a range of work of Yayoi Kusama. To know about the Flowers that bloom at midnight installation and describe its features. To know about her life and inspiration and how her work evolved over time. To know about the work of some of her contemporaries and compare them, e.g. Andy Warhol. To know how to create a coil pot using clay.</p> <p>Skills: To combine techniques and materials to create more intricate and detailed sculptures. To learn how to create stability in clay structures (strong base, joining securely). Plan and design final models in sketch books using detailed annotation to describe techniques. Make and adapt models based on design criteria. To decorate the final product using paint and applying detailed painting techniques in the style of Yayoi Kusama.</p> <p>Vocabulary: intricate, textures, malleable, slabs, coils, slips, sculptures, detail, decoration, two-dimensional, three-dimensional,</p>	<p>Developing Ideas</p> <p>To know how to develop and imaginatively extend ideas from starting points throughout the curriculum. To know how to collect information, sketches and resources and present ideas imaginatively and independently in a sketchbook. To some terms associated with artistic movements such as realistic/realism or impressionism/impressionistic</p> <p>Evaluating</p> <p>Evaluate own and others' work, explaining and justifying their reasons. Consider the end point when selecting materials and adapting / improving their work. Analyse and comment on their own and others' ideas, methods and approaches. Make adaptations following their own reflections and the comments of others.</p> <p>Great Artists, Architects and Craftspeople</p> <p>To know how artists, artisans, craftspeople, designers are influential both in society and to other artists. To know how to create original pieces that are influenced by the studies of others explaining reasoning and choices linking to purpose and explain using visual language</p>

St Thomas More Primary School Art and Design September 2025



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