



Art and Design Curriculum Overview



Subject	Autumn	Spring	Summer
EYFS	<p>In the EYFS, children are given opportunities to create with materials and be imaginative and expressive through both child-initiated learning and directed learning which often has cross-curricular links. By the end of the EYFS, children will have been given the opportunities to:</p> <p><i>Notice and become interested in the transformative effect of their action on materials by being given opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture and composition.</i></p> <p><i>Enjoy and respond to playing with colour in a variety of ways.</i></p> <p><i>Use 2D and 3D structures to explore materials and/or to express ideas by being invited to look at and touch unusual and interesting materials and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration.</i></p> <p><i>Develop an understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation and experience.</i></p> <p><i>Use various construction materials, e.g joining pieces, stacking vertically and horizontally and balancing.</i></p> <p><i>Use tools for purpose.</i></p> <p><i>Begin to develop their own ideas through experimentation with diverse materials.</i></p>		
Nursery	<p>Nursery will follow the same themes as Reception. However, this will be more child-led and adult supported as appropriate. Nursery children will have shorter adult-led learning and less of their own child initiated learning.</p>		
Reception	<p>All About Me / Colours / Light and Dark</p> <p>Self-portraits -different mediums/ colour pictures / mosaic/ rainbow collages/ colour spinners/ Observational drawings of vegetables/ Potato printing / firework paintings/ patterns/ model rockets/ ‘Owl Baby’ models/ Van Gogh Starry Night/ Salt dough decorations/ painting Santas</p>	<p>‘If you go down to the woods today..’ (winter, spring and Easter)</p> <p>Winter pictures and paintings/ Collage with different materials to make warm clothes/ Goldilocks Bear painting/ Gruffalo paintings and character drawings/ collage/ Chinese New Year black paint writing/ Mother’s Day cards/ observational spring flowers drawing/ model bridge making for Billy Goats Gruff/ Easter egg art</p>	<p>‘Growing Up, People Who Help Us, Minibeasts, Seaside’</p> <p>Beanstalk making rolled newspaper - shades of green/ matching shades of green to leaves outside/ castles (Junk model/painted/collage) / dragon pictures/ nature drawings/ frog art – including masks/ clay snails and minibeasts/ spider webs/ make caterpillars and butterflies/ stone</p>

				ladybirds/ emergency vehicle drawings/ seaside art
<p>Progression of Knowledge and Skills</p> <p>(In Nursery and Reception, these skills are covered over a range of different themes and activities)</p>	<p>Drawing:</p> <p><i>Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing.</i></p>	<p>Painting and Mixed Media:</p> <p><i>Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.</i></p>	<p>Sculptures and 3D:</p> <p><i>Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.</i></p>	<p>Craft and Design:</p> <p><i>Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.</i></p>
Vocabulary	<p>hard, long, rough, short, smooth, soft, straight, thick, thin, wavy, circle, curved, line, long, short, squiggly, straight, zig zag, chalk, drawing, felt tips, marks, wax crayons, mark making, observational, pencils, picture, self-portrait, colours, oil pastel</p>	<p>collage, cut, dab, dot, fixed, flick, glide, landscape, mix, not fixed, pattern, permanent, rip, shiny, silky, slimy, slippery, smooth, splat, splatter, squelchy, stick, sticky, stroke, swish, tear, temporary, texture, wet, wipe</p>	<p>3D, bark, bend, chop, clay, collage, cut, flatten, join, landscape, pinch, roll, sculpture, slice, slimy, slippery, smooth, soft, squash, squelchy, sticky, stretch, twist</p>	
Environment	<p>There are opportunities both inside and outside for children to partake in art and design activities using a variety of equipment for drawing and creating, painting/ mixed media, sculpture and craft and design. There are also opportunities for art experiences and development within sensory play. In the classroom there is a creative area which provides resources and a rich environment for covering art and design in their own learning time.</p>			
CIL	<p>During child initiated learning, they have the opportunity to select their own resources to create their own art and design.</p>			

Year 1	Drawing: Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	Sculptures and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Painting and Mixed Media: Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.
Progression of Knowledge and Skills	<p><i>Show knowledge of language and literacy to describe lines.</i></p> <p><i>Show control when using string and chalk to draw lines.</i></p> <p><i>Experiment with a range of mark-making techniques, responding appropriately to music.</i></p> <p><i>Colour neatly and carefully, featuring a range of different media and colours.</i></p> <p><i>Apply a range of marks successfully to a drawing.</i></p> <p><i>Produce a drawing that displays observational skill, experimenting with a range of lines and mark-making.</i></p>	<p><i>Roll paper tubes and attach them to a base securely.</i></p> <p><i>Make choices about their sculpture, e.g how they arrange the tubes on the base or the colours they place next to each other.</i></p> <p><i>Shape paper strips in a variety of ways to make 3D drawings.</i></p> <p><i>Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</i></p> <p><i>Create a tree of life sculpture that includes several different techniques for shaping paper.</i></p> <p><i>Work successfully with others, sustaining effort over a time.</i></p> <p><i>Paint with good technique, ensuring good coverage.</i></p>	<p><i>Name the primary colours.</i></p> <p><i>Explore coloured materials to mix secondary colours.</i></p> <p><i>Mix primary colours to make secondary colours.</i></p> <p><i>Apply paint consistently to their printing materials to achieve a print.</i></p> <p><i>Use a range of colours when printing.</i></p> <p><i>Mix five different shades of a secondary colour.</i></p> <p><i>Decorate their hands using a variety of patterns.</i></p> <p><i>Mix secondary colours with confidence to paint a plate.</i></p> <p><i>Describe their finished plates.</i></p>
Vocabulary	2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing,	artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag	blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick

	shade, shadow, straight, texture, vertical, wavy		
Year 2	<p>Painting and mixed Media: Life in colour</p> <p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p>Drawing: Tell a story</p> <p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p>	<p>Craft and Design: Map it out</p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>
Progression of Knowledge and Skills	<p><i>Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.</i></p>	<p><i>Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character.</i></p>	<p><i>Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice.</i></p>

		<p><i>Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</i></p> <p><i>Recount a story and select key events to draw.</i></p> <p><i>Create scenes from their own imagination, with some support.</i></p>	<p><i>Annotate their favourite artwork with relevant evaluation points.</i></p> <p><i>Take an active part in decisions around how to display their artworks in the class gallery.</i></p>
Vocabulary	<p>collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture</p>	<p>blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin</p>	<p>abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder</p>
Year 3	<p>Painting Prehistoric painting</p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p>Drawing: Growing artists</p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p>Craft and Design: Ancient Egyptian scrolls</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.</p>
Progression of Knowledge and Skills	<p><i>Recognise the processes involved in creating prehistoric art.</i></p> <p><i>Explain, approximately, how many years ago prehistoric art was produced.</i></p> <p><i>Use simple shapes to build initial sketches.</i></p> <p><i>Create a large scale copy of a small sketch.</i></p> <p><i>Use charcoal to recreate the style of cave artists.</i></p> <p><i>Demonstrate good understanding of colour mixing with natural pigments.</i></p>	<p><i>Know the difference between organic and geometric shapes.</i></p> <p><i>Use simple shapes to form the basis of a detailed drawing.</i></p> <p><i>Use shading to demonstrate a sense of light and dark in their work.</i></p> <p><i>Shade with a reasonable degree of accuracy and skill.</i></p> <p><i>Blend tones smoothly and follow the four shading rules.</i></p> <p><i>Collect a varied range of textures using frottage.</i></p>	<p><i>Recognise and discuss the importance of Ancient Egyptian art.</i></p> <p><i>Consider the suitability of a surface for drawing.</i></p> <p><i>Record colours, patterns and shapes through observational drawing.</i></p> <p><i>Choose and use tools and materials confidently.</i></p> <p><i>Begin to experiment with different drawing techniques.</i></p> <p><i>Create a selection of sketches that show idea exploration.</i></p>

	<p><i>Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours.</i></p>	<p><i>Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone. Draw a framed selection of an image onto a large scale with some guidance. Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</i></p>	<p><i>Produce a final design with a clear purpose. Follow instructions with minimal support. Discuss and evaluate the process and outcome of their work. Produce a complete painted or drawn piece from a design idea. Use colours and materials appropriately, showing an understanding of effective composition. Have a clear idea of the subject of their zine, including a range of images and information.</i></p>
Vocabulary	<p>charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone</p>	<p>abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth, surface, tear, texture, tone, tool, viewfinder</p>	<p>ancient, audience, colour, composition, convey, design, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine</p>
Year 4	<p>Drawing: Power prints</p> <p>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p>Painting and Mixed Media: Light and dark</p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p>Craft and Design: Fabric of nature</p> <p>Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>
Progression of Knowledge and Skills	<p><i>Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures.</i></p>	<p><i>Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint.</i></p>	<p><i>Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image.</i></p>

	<p>Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more or less marks. Create an interesting finished drawing based on their original composition including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.</p>	<p>Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangements of their objects. Create a final painting that shows an understanding of how colour can be used to show light and dark and, therefore, show three dimensions. Paint with care and control to make a still life with recognisable objects.</p>	<p>Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs.</p>
Vocabulary	<p>abstract, block print, collaborate, collaboratively, collage, combine, composition, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational, drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist</p>	<p>abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid</p>	<p>batik, colour palette, craft, craftsman, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, symmetrical, texture, theme</p>
Year 5	<p>Sculptures and 3D: Interactive installation Using inspiration of historical monuments and modern installations, children</p>	<p>Drawing: I need space Developing ideas more independently, pupils consider the purpose of drawings</p>	<p>Painting and Mixed Media: Portraits Investigating self-portraits by a range of artists, children use photographs of</p>

	<p>plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>	<p>as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	<p>themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>
<p>Progression of Knowledge and Skills</p>	<p><i>Group images together, explaining choices.</i></p> <p><i>Answer questions about a chosen installation thoughtfully and generate their own questions.</i></p> <p><i>Show that they understand what installation art means.</i></p> <p><i>Justify their opinions of installation artworks.</i></p> <p><i>Evaluate their box designs, considering how they might appear as full-size spaces.</i></p> <p><i>Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.</i></p> <p><i>Create an installation plan, model or space.</i></p> <p><i>Describe their creations and the changes they made as they worked.</i></p> <p><i>Describe how their space conveys a particular message or theme.</i></p> <p><i>Make and explain their choices about materials used, arrangement of items in the space and the overall display of installation.</i></p> <p><i>Show how they have considered options for how to display their installation best, e.g lighting effects.</i></p> <p><i>Present information about their installation clearly in the chosen format.</i></p>	<p><i>Understand and explain what retrofuturism is.</i></p> <p><i>Participate in discussions and offer ideas.</i></p> <p><i>Evaluate images using simple responses, sometimes using formal elements to extend ideas.</i></p> <p><i>Provide plausible suggestions for how a piece was created.</i></p> <p><i>Comfortably use different stimuli to draw from.</i></p> <p><i>Use past knowledge and experience to explore a range of drawing processes.</i></p> <p><i>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</i></p> <p><i>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</i></p> <p><i>Generate a clear composition idea for a final piece that shows how it will be drawn.</i></p> <p><i>Apply confident skills to make an effective collagraph print.</i></p> <p><i>Independently select tools and drawing techniques, with some guidance.</i></p> <p><i>Demonstrate growing independence, discussing ways to improve work.</i></p>	<p><i>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</i></p> <p><i>Try a variety of materials and compositions for the backgrounds of their drawings.</i></p> <p><i>Communicate to their partner what kind of photo portrait they want.</i></p> <p><i>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</i></p> <p><i>Create a successful print.</i></p> <p><i>Use some art vocabulary to talk about and compare portraits.</i></p> <p><i>Identify key facts using a website as a reference.</i></p> <p><i>Explain their opinion of an artwork.</i></p> <p><i>Experiment with materials and techniques when adapting their photo portraits.</i></p> <p><i>Create a self-portrait that aims to represent something about them.</i></p> <p><i>Show that they have considered the effect created by their choice of materials and composition in their final piece.</i></p>

	<i>Justify choices made, explaining how they improve the viewer experience or make it interactive.</i>		
Vocabulary	analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional	collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, stimulus, technique	art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer
Year 6	<p>Drawing: Making my voice heard</p> <p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>	<p>Painting and Mixed Media: Artist study</p> <p>Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p>	<p>Sculptures and 3D: Making memories</p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>
Progression of Knowledge and Skills	<p><i>Collect a range of imagery, adding annotated notes and sketches.</i></p> <p><i>Make relevant comparisons between different styles of art.</i></p> <p><i>Use tools effectively to explore a range of effects.</i></p> <p><i>Respond to the meaning of a spirit animal through drawing.</i></p> <p><i>Generate symbols that reflect their likes and dislikes.</i></p> <p><i>Create a title that is full of pattern, symbols and colours that represent themselves.</i></p>	<p><i>Understand a narrative and use descriptive language to tell a story.</i></p> <p><i>Suggest ideas for the meaning behind a picture.</i></p> <p><i>Identify different features within a painting and use the formal elements to describe it.</i></p> <p><i>Be creative and imaginative in find their own meaning in a painting.</i></p> <p><i>Use their own art or personal experiences to justify their ideas.</i></p> <p><i>Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</i></p>	<p><i>Discuss the work of artists that appreciate different artistic styles.</i></p> <p><i>Create a sculpture to express themselves in a literal or symbolic way.</i></p> <p><i>Reflect verbally or in writing about creative decisions.</i></p> <p><i>Suggest ways to represent memories through imagery, shapes and colours.</i></p> <p><i>Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</i></p> <p><i>Competently use scissors to cut shapes accurately.</i></p>

	<p><i>Discuss ideas to create light and dark through drawing techniques.</i></p> <p><i>Apply chiaroscuro to create light and form through tonal drawing.</i></p> <p><i>Understand the impacts of using techniques for effect.</i></p> <p><i>Form their own opinions about what art is, justifying their ideas.</i></p> <p><i>Understand artist's choices to convey a message.</i></p>	<p><i>Reflect on personal experiences to convey through their own piece of abstract art.</i></p> <p><i>Contribute to discussions.</i></p> <p><i>Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</i></p> <p><i>Select an appropriate artist.</i></p> <p><i>Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</i></p> <p><i>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</i></p> <p><i>Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</i></p> <p><i>Experiment and revisit ideas, drawing on creative experiences.</i></p> <p><i>Work in a sustained way to complete a piece, making evaluations at each stage.</i></p>	<p><i>Talk about artists' work and explain what they might use in their own work.</i></p> <p><i>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</i></p> <p><i>Successfully translate plans to a 3D sculpture.</i></p> <p><i>Work mostly independently; experimenting and trying new things.</i></p> <p><i>Identify and make improvements to their work.</i></p> <p><i>Produce a completed sculpture demonstrating experimentation, originality and technical competence.</i></p> <p><i>Competently reflect on successes and personal development.</i></p>
<p>Vocabulary</p>	<p>aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, imagery, impact, interpretation, mark making, mural, representative, street art, symbol, symbolic, technique, tonal, tone</p>	<p>abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking, translate</p>	<p>assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition</p>