Know how to:			Know what/key	Know what/key concepts:							
apply and understand the skills and processes studied			Drawing	Drawing Painting Sculpture			Printing	Collage			
	Autumn		Spring			Summer					
EYFS	Children in the EYFS are given lots	eir skills of Art and Desig	gn through con	tinuous provision opp	ortunities. Children are fr	ee to explore	e different media,				
	colour and colour mixing, cause and effect and develop their gross and fine motor skills. Children explore different materials and textures freely, to develop their ideas about how to use										
	them and what to make. They are encouraged to develop their own ideas and then decide which materials to use to express them. As children move into Reception they are introduced										
	to the work of artists: Kandinsky, Matisse, Steve Mbatia, Paul Klee, Emily Stackhouse, Tamara Laporte, Andy Goldsworthy. Children are given the opportunities to develop artwork in the										
	style of the different artists introducing them to different aspects of art, laying the foundations for Key Stage 1.										
	Through the EYFS the children are supported to develop their art skills beginning with creating closed shapes with continuous lines to represent objects, moving on to drawing with										
	increasing complexity and detail, such as representing a face with a circle and including details. Children are encouraged to use drawing to represent ideas like movement or loud noises										
	and to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.										
	By the end of Reception it is expected that children will have the confidence to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will create collaboratively, sharing ideas, resources and skills. Children will										
	safely use and explore a variety of						sources and	skills. Children will			
(ev Star	ge 1: Pupils should be taught:	materials, tools and technique	s, experimenting with c	olour, design, t							
	o use a range of materials creatively	to design and make products									
	o use drawing, painting and sculptur		eas, experiences and im	agination							
	o develop a wide range of art and de			-	nd snace						
	bout the work of a range of artists, o	• · •		• •	•	actices and disciplines, an	d making lin	ks to their own work			
		Sculpture (Minor Unit)	Printing (Minor Unit)		ing (Major Unit)	Collage (Major Unit)		tiles (Minor Unit)			
Year	Key concept/Skill: Mark	Key concept/Skill: Making	Key concept/skill: Cre		oncept/Skill: Mixing	Key concept/Skill: Cre		concept/Skill:			
	making and drawing using	structures by joining	a scene using a variet	•	ary colours together	a layered collage using	• •	eloping the skill of			
	a variety of dry media tools	simple objects together.	3D objects to block pr		ate secondary	variety of collage pape		aving with paper and			
	to represent objects.	Artist: N/A	with.		rs, and developing	by sorting, layering an		ric, and adding detail			
	Artist: Vincent Van Gogh	Know how to: choose, use	Artist: Paul Klee		control.	gluing.		pellish.			
	Know how to: Use	and sculpt a variety of	Know how to: Create	Artist	: Piet Mondrian	Artist: N/A	Arti	st: N/A			
	different drawing materials	materials to create an alien	printed shapes and	Know	/ how to:	Know how to: Cut, trin	m Kno	w how to: Develop			
	to create marks and	3D sculpture.	patterns to recreate a	Paul Mix p	rimary colours to	and tear paper to crea	te wea	aving skills using			
	patterns.	Key questions: How can I	Klee piece.	create	e secondary colours	an underwater collage	. diffe	erent materials to			
	Key questions: How can I	use a variety of natural,	Key questions: How c			Key questions: How ca		ate a seascape.			
	draw lines of varying	recycled and	use a variety of object		ary/secondary house.	sort and arrange mate	-	questions: How can			
	thickness? How can I use a	manufactured materials to	print with? How can I			to make a scene? How		w a pattern by			
	variety of drawing tools	create 3D shapes? How	create shapes and pat			I layer materials carefu		aving? How can I			
	carefully? How can I use dots and lines to show	can I join simple objects together?	using different object How can I use Paul Kle		uestions: What are econdary colours?	How can I tear, cut and fold paper carefully?		orate paper and fabi dd colour and detail			
	pattern and texture?	Key Vocabulary: 3D,	artwork to inspire my		do I mix primary	Key vocabulary: collag		vocabulary: weavin			
	Key vocabulary: line,	sculpture, joining	piece?		rs to create	gaps, cut, tear, place,		ing, fabric, decoratio			
	pattern, landscape, city	Cross curricular links:	Key vocabulary: color		idary colours? How	arrange	patt				
	scape	Space topic work. Space	shape, print, pattern		experiment with	Cross curricular links:	Cros	ss curricular links:			
	Cross curricular links:	dance -PE. Space tests in	Cross Curricular links	: differ	ent brushes to	Topic – Home and awa	ау. Тор	ic-home and			
	Observing the sky/stars	English	Topic – thinking about	t our explo	re thickness? How	Beach trip.	awa	y/beach trip.			
	through space topic – e.g.	Links to Prior Learning:	local area and what is		use Mondrian's work	Links to Prior Learning	-	s to Prior Learning:			
	Look up! (English), Neil	Animal observing and	Can you create a Wins		pire me?	Landscapes in Spring 1		ch trip in Summer 1			
	Armstrong (Topic).	drawing in EYFS	landscape?	-	ocabulary: primary		Тор	ic observing the sea.			
	Links to Prior Learning:		Links to Prior learning		econdary colours,						
			EYFS printing. Explorin		r mixing, brush	1					
	Mark making opportunities in EYFS.		shapes in Maths.	contro	e .						

				Links to Prior Learning: Colour mixing in EYFS		
Year 2	Drawing (Major Unit)Key concept/Skill:Experimenting withdifferent dry media andexploring to create lightand dark tones.Artist: Jackie Morris(illustrator)Know how to: Experimentwith tones using pencils(including watercolourpencils) charcoal andgraphite.Key questions:What different marks andpatterns can I make usingcharcoal, graphite,different pencils (includingwatercolour pencils)?How can I use drawingtools to make light anddark tones?How can I use dots andlines of varying thicknessto show texture?Who is Jackie Morris' andwhat I observe about herwork?Can I use Jackie Morris'artwork to inspire my ownpiece?Key vocabulary: Charcoal,graphite, tone, shading,smudging.Cross curricular links: TheLost Words Poetry UnitLinks to Prior Learning:Y1 – Using a range of toolsto draw.	 Printing (Major Unit) Key concept/Skill: Develop the skill of creating a foam print tile and creating repeating patterns. Artist/Designer: William Morris Know how to: Create a foam print tile and use this repeatedly to create a wallpaper print. Key Questions: Who was William Morris and what do I observe about his work? How can I use William Morris' work to inspire my own design? Can I create a block foam tile to create a repeating pattern in the style of William Morris? Key Vocabulary: block foam printing, shapes, repeating pattern. Cross Curricular links: Queen Victoria history topic Links to Prior Learning: Y1 – Block printing with 2D shapes. 	Painting (Major Unit) Key concept/Skill: Painting with a range of tools to create texture. Artist: Jean Metzinger Know how to: Use a range of tools to create texture with paint. Key questions: How can I use a range of tools and experiment with different brushstrokes? What happens when I add black and white to different colours? How can I work in the style of Metzinger? Key vocabulary: Cubism, textures, tools, primary, secondary, tone. Cross curricular links: Geography - UK topic (landscapes). Links to Prior Learning: Y1 – Painting with primary colours in the style of Mondrian.	Collage (Minor Unit) Key concept/Skill: Add texture to collage by using a range of materials and textures. Artist: N/A Know how to: Sort, arrange and layer a variety of materials, thinking about appropriate sizes and shapes to create a picture. Key questions: How can I fold, tear and cut paper effectively? How can I add texture using different techniques and materials? How can I layer materials carefully to make a picture? Key vocabulary: cut, tear, place, arrange, layer, gaps, materials Cross curricular links: Great Fire of London history topic Links to Prior Learning: Y1 – Collage underwater scene, layering, sorting and arranging materials.	Textiles (Minor Unit) Key concept/Skill: Dyeing textiles to alter its colour, and decorate to add colour and detail. Artist: N/A Know how to: Dye textiles to alter its colour and decorate to add colour and detail. Key questions: How can I alter a fabric's colour? In what ways can I decorate to add colour and detail? Key vocabulary: dyeing, textiles, fabric, over and under, decorate, detail. Cross curricular links: Links to Prior Learning: Y1- Paper Weaving.	Sculpture (Minor Unit) Key Concept/Skill: Use rigid and flexible materials to create a 3D sculpture. Artist: Alberto Giacometti Know how to: Choose, use and sculpt materials to create a 3D figure inspired by Giacometti. Key Questions: How can I use a variety of natural, recycled and manufactured materials to create 3D shapes? How can I use a variety of techniques (rolling/cutting /pinching)? How can I include a variety of 3D shapes? Who was Giacometti and what do I observe about his work? Key Vocabulary: sculpture, statue, model, 3D, shapes, Alberto Giacometti. Cross Curricular Links: Sculptures at Chatsworth House residential visit Links to Prior learning: Y1 – Alien Sculpture.

Know how	to:		Know what/key concepts:							
apply and u	inderstand the skills and	processes studied	Drawing	Painting	g	Sculpture	Textiles	Printin	g	Collage
		·		,	<u> </u>			,	<u> </u>	
	Autumn		Spring				Summer			
Key Stage 2: Pupils should be taught:										
	p their techniques, including th	eir control and their use of ma	terials. with creativit	v. experime	entatio	n and an increasing aw	areness of different l	kinds of art	t. craft an	d design.
	sketch books to record their ob									
					a range	of materials [for exam	nle nencil charcoal	naint clay	/l about ø	reat artists
 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 										
Year 3	Drawing (Major)	Sculpture (Minor)	Textiles (Minor)		Collag	ge (Major)	Printing (Minor)		Painting	(Major)
rear 5	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:		Кеу со	oncept/Skill:	Key concept/Skill:		Key con	cept/Skill:
	Drawing - Explore shading,	Sculpture - Compare and	Textiles - Use stitch	ning to	Collag	ge - Create a collage	Printing - Create pr	inting	Painting	- Understand and
	using different media.	create sculptures using	join fabrics and add	d detail.	using	mosaic.	with print blocks us	sing		key aspects such
	Artist: Prehistoric cave	natural and manmade	Artist: N/A			: Antoni Gaudi	relief or impressed			elementary colours,
	artists	objects.	(Designer link)		• •	ish architect)	techniques.			s tone, warm and
	Know how to:	Artist: Andy Goldsworthy	Know how to:		•	itecture link)	Artist: Andy Warho		cold col	
	a. experiment with	(English sculptor,	a. select appropria		Know how to: a. select colours and		(American pop artist) Know how to:		Artist: JMW Turner (English painter)	
	showing line, tone and	photographer and	materials, giving re	-						
	texture with different	environmentalist)	b. use a variety of			rials to create effect,	a. replicate pattern	is from	Know h	
	hardness of pencils;	Know how to:	techniques to creat			reasons for their	observations;			aried brush
	b. use shading to show	a. make and combine	different effects;		choice	,	b. make printing bl	-		ues to create
	light and shadow effects; c. use different materials	shapes to create	c. develop skills in			ne work as they go	c. make repeated p	batterns		textures, patterns
	to draw;	recognisable forms; b. use malleable materials	stitching, cutting an joining;			sure precision; m and practise a	with precision;	u con l	and line	s; olours effectively
	Key questions: How can I	and practise joining	Key questions: How			y of techniques, eg.	Key questions: How replicate patterns f			e correct language,
	experiment with showing	techniques;	select appropriate			apping and mosaic;	observations?	10111	•	de, primary and
	line, tone and texture with	c. add materials to the	materials?			uestions: How can I	How can I make pr	inting	seconda	
	different hardness of	sculpture to create detail;	How can I use a var			colours and	blocks?	inting .		e different textures
	pencils?	Key questions: How can I	techniques to creat	-		rials to create effect?	How can I make re	peated		ects with paint;
	How can I use shading to	make and combine shapes	different effects?			can I refine my work	patterns?			estions: How can I
	show light and shadow	to create recognisable	How can I develop			to ensure precision?	Key vocabulary: lin	ne,		ed brush
	effects?	forms?	stitching, cutting a			can I learn and	pattern, texture, co	-		ues to create
	How can I use different	How can I use malleable	joining?		practis	se a variety of	shape, block printin	-		textures, patterns
	materials to draw?	materials and practise	Key vocabulary: pa	attern,	techni	iques including	polystyrene printin	-	and line	
	Key vocabulary: light,	joining techniques?	line, texture, colou	r,	mosai	ic?	inking rollers	-	How car	n I mix colours
	dark, tone, shadow, line,	How can I add materials to	shape, thread, nee	dle,	Key vo	ocabulary: texture,	Cross curricular lin	ks:	effective	ely?
	pattern, texture, form,	the sculpture to create	textiles, fabric, dec	oration	shape	, form, pattern,	Science - Plants		How car	n I create different
	shape, outline	detail?	Cross curricular lin	ks:	mosai	ic	Topic - Egyptian		textures	and effects with
	Cross curricular links:	Key vocabulary: sculpture,	Topic - The Roman	s,	Cross	curricular links:	hieroglyphs		paint?	
	Topic - Stone Age cave	sculptor, 3D, land art,	DT - bags			- Roman mosaics	Zoo Project - Sea ci		•	abulary: colour,
	drawings	shapes, materials,	Links to Prior Lear			to Prior Learning:	Links to Prior Lear	ning:	•	und, middle
	Links to Prior Learning:	abstract, geometric	KS1 textile units		KS1 cc	ollage units	KS1 printing units		•	background,
	KS1 drawing units	Cross curricular links:								n, warm, cold,
		Science - Nature							-	nix, line, tone
		Links to Prior Learning:								irricular links:
		KS1 sculpture units								ject - Oceans
										Prior Learning:
									KS1 pair	nting units

Year 4	Sculpture (Major)	Printing (Minor)	Drawing (Major)	Textiles (Minor)	Painting (Major)	Collage (Minor)
	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:
	Sculpture - Plan a	Printing - Create printing	Drawing - Draw familiar	Textiles - Print on fabrics	Painting - Create different	Collage - Create a collage
	sculpture through drawing	with print blocks using	objects with correct	using tie-dyes.	effects by using a variety	using overlapping and
	and other preparatory	relief or impressed	proportions.	Artist: Hugo Pineda	of tools and techniques	layering.
	work.	techniques.	Artist: TBC	(Mexican tie-dye artist)	such as bleeds, washes,	Artist: N/A
	Artist: Lucie Rie (Austrian-	Artist: N/A	Know how to:	(Designer link)	scratches and splashes.	Know how to:
	born potter)	Know how to:	a. use shading to show	Know how to:	Artist: Katsushika	a. select colours and
	Know how to:	a. use more than one	light and shadow effects;	a. select appropriate	Hokusai (Japanese painter	materials to create effect,
	a. make and combine	colour to layer in a print;	b. use different materials	materials, giving reasons;	& printmaker)	giving reasons for their
	shapes to create	b. replicate patterns from	to draw, e.g. pastels,	b. use a variety of	Know how to:	choices;
	recognisable forms;	observations;	chalk;	techniques, e.g. dyeing, to	a. use varied brush	b. refine work as they go
	b. use clay and other	c. make repeated patterns	c. show an awareness of	create different effects;	techniques to create	to ensure precision;
	malleable materials and	with precision;	space when drawing;	c. develop skills in tie-	shapes, textures, patterns	c. learn and practise a
	practise joining	Key questions: How can I	Key questions: How can I	dying;	and lines;	variety of techniques, e.g.
	techniques;	use more than one colour	use shading to show light	Key questions: How can I	b. mix colours effectively	overlapping, and
	c. add materials to the	to layer in a print?	and shadow effects?	select appropriate	using the correct language,	montage;
	sculpture to create detail;	How can I replicate	How can I use different	materials?	e.g. tint, shade, primary	Key questions: How can I
	Key questions: How can I	patterns from	materials to draw?	How can I use dyeing	and secondary;	select colours and
	make and combine shapes	observations?	How can I show an	techniques to create	c. create different textures	materials to create effect?
	to create recognisable	How can I make repeated	awareness of space when	different effects?	and effects with paint;	How can I refine my work
	forms?	patterns with precision?	drawing?	How can I develop skills in	Key questions: How can I	as I go to ensure precision?
	How can I use clay and	Key vocabulary: line,	Key vocabulary: light,	tie-dying?	use varied brush	How can I learn and
	other malleable materials	pattern, texture, colour,	dark, tone, shadow, line,	Key vocabulary: pattern,	techniques to create	practise a variety of
	and practise joining	shape, block printing ink,	pattern, texture, form,	line, texture, colour,	shapes, textures, patterns	techniques, including
	techniques?	polystyrene printing tiles,	shape, tone, outline	shape, textiles, decoration	and lines?	overlapping, layering and
	How can I add materials to	inking rollers	Cross curricular links:	Cross curricular links:	How can I mix colours	montage;
	the sculpture to create	Cross curricular links:	Topic - Anglo-Saxon	RE - Humanism	effectively?	Key vocabulary: texture,
	detail?	History - Ancient Greek	artefacts	Links to Prior Learning:	How can I create different	shape, form, pattern,
	Key vocabulary:	pots	Links to Prior Learning:	Year 3 textile unit	textures and effects with	overlapping, layering,
	sculpture, sculptor, 3D,	Links to Prior Learning:	Year 3 drawing unit		paint?	montage
	clay, abstract, geometric,	Year 3 printing units			Key vocabulary: colour,	Cross curricular links:
	shape, form, shadow, light				foreground, middle	Topic - Viking longships
	Cross curricular links:				ground, background,	Links to Prior Learning:
	History - Ancient Greek				abstract, emotion, warm,	Year 3 collage unit
	pots				blend, mix, line, tone	
	Links to Prior Learning:				Cross curricular links:	
	Year 3 sculpture unit				Topic - Viking longships	
					Links to Prior Learning:	
					Year 3 painting unit	

Year 5	Painting (Major)	Textiles (Minor)	Drawing (Major)	Collage (Minor)	Sculpture (Major)	Printing (Minor)
icui 5	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:	Key concept/Skill:
	Painting - Mix colours to	Textiles - Print on fabrics	Drawing - Use line, tone	Collage - Add collage to a	Sculpture - Develop skills	Printing - Create intricate
	express mood, divide	using batik.	and shading to represent	painted, drawn or printed	in using clay including	printing patterns by
	foreground from	Artist: N/A	things seen, remembered	background using a range	slabs, coils and slips.	simplifying and modifying
	background or	Know how to:	or imagined in three	of media, different	Artist: Clarice Cliffe/Kate	sketchbook designs.
	demonstrate tones.	a. experiment with a range	dimensions.	techniques, colours and	Malone/Hans Coper	Artist: N/A
	Artist: Claude Monet	of media by overlapping	Artist: Stephen Wiltshire	textures.	Know how to:	Know how to:
	(French impressionist	and layering;	(British architectural artist)	Artist: Megan Coyle	a. plan and design a	a. design and create
	painter)	b. use a range of media to	(Architecture link)	(American collage artist	sculpture;	printing blocks and tiles;
	Know how to:	create texture, effect and	Know how to:	and illustrator)	b. use tools and	b. develop techniques in
	a. create a colour palette;	colour;	a. use a variety of	Know how to:	materials to carve,	mono, block and relief
	b. demonstrating mixing	c. add decoration to create	techniques to add	a. add collage to a painted	add shape, add	printing;
	techniques;	effect;	effects, e.g. shadows,	or printed background;	texture and pattern;	c. create and arrange
	c. use a range of paint	Key questions: How can I	reflection, hatching	b. create and arrange	c. develop cutting	accurate patterns;
	(acrylic, oil paints,	experiment with a range of	and cross-hatching;	accurate patterns;	and joining skills,	Key questions: How can I
	water colours) to	media by overlapping and	b. depict movement and	c. use a range of mixed	e.g. using wire, coils,	design and create printing
	create visually	layering?	perspective in drawings;	media;	slabs and slips;	blocks and tiles?
	interesting pieces;	How can I use a range of	c. use a variety of tools	Key questions: How can I	Key questions: How can I	How can I develop
	Key questions: How can I	media to create texture,	and select the most	add collage to a painted or	plan and design a	techniques in mono, block
	create a colour palette?	effect and colour?	appropriate;	printed background?	sculpture?	and relief printing?
	How can I demonstrate	How can I add decoration	Key questions: How can I	How can I create and	How can I use tools	How can I create and
	mixing techniques?	to create effect?	use a variety of techniques	arrange accurate patterns?	and materials to	arrange accurate patterns?
	How can I use a range	Key vocabulary: colour,	to add effects, e.g.	How can I use a range of	carve, add shape, add	Key vocabulary: pattern,
	of paint to create	pattern, fabric, batik, wax,	shadows, reflection,	mixed media?	texture and pattern?	shape, tile, colour,
	visually interesting	tjanting tools, overlapping,	hatching and cross-	Key vocabulary: shape,	How can I develop	arrange, collograph
	pieces?	layering	hatching?	form, arrange, fix, pattern,	cutting and joining	Cross curricular links:
	Key vocabulary: blend,	Cross curricular links:	How can I depict	texture	skills with clay?	History - Mayan Tiles
	mix, line, tone, shape,	History - Industrial	movement and	Cross curricular links:	Key vocabulary: form,	Links to Prior Learning:
	abstract, colour, palette,	Revolution	perspective in drawings?	Residential - London	structure, texture, shape,	LKS2 printing units
	impressionism,	Links to Prior Learning:	How can I use a variety of	Links to Prior Learning:	mark, soft, join, cast, slab,	
	impressionists	LKS2 textiles units	tools and select the most	LKS2 collage units	coil, slip	
	Cross curricular links:		appropriate?		Cross curricular links:	
	History - Industrial		Key vocabulary: line,		History – Mayan Tiles	
	Revolution Transport		texture, pattern, form,		Links to Prior Learning:	
	Links to Prior Learning:		shape, tone, smudge,		LKS2 sculpture units	
	LKS2 painting units		blend, mark, hard, soft,			
			light, heavy			
			Cross curricular links:			
			Residential - London			
			Links to Prior Learning:			
			LKS2 drawing units			

Year 6	Drawing (Major)	Textiles (Minor)	Collage (Major)	Printing (Minor)	Painting (Major)	Sculpture (Minor)
	Key concept/Skill:					
	Drawing - Begin to develop	Textiles - Add detail to	Collage - Experiment with	Printing - Create intricate	Painting - Use techniques,	Sculpture - Produce
	an awareness of	work using different types	using layers and overlays	printing patterns by	colours, tones and effects	intricate patterns and
	composition, scale and	of stitch, including cross-	to create new colours and	simplifying and modifying	in an appropriate way to	textures in a malleable
	proportion in their work.	stitch.	textures.	sketchbook designs.	represent things seen.	media.
	Artist: Hans Holbein The	Artist: Tors Duce	Artist: Megan Coyle	Artist: N/A	(eg. brushstrokes following	Artist: N/A
	Younger (German painter)	(English textile artist)	(American collage artist	Know how to:	the direction of the grass,	Know how to:
	Know how to:	(Designer Link)	and illustrator) / Beatriz	a. design and create	stippling to paint sand,	a. plan and design a
	a. use a variety of	Know how to:	Milhazes / Eileen Agar	printing blocks and tiles;	watercolour bleeds to	sculpture;
	techniques to add	a. experiment with a range	Know how to:	b. develop techniques in	show clouds.)	b. use tools and
	effects, e.g. shadows,	of media by overlapping	a. plan and design a	mono, block and relief	Artist: Harry Cassie Best	materials to carve,
	reflection, hatching	and layering;	collage;	printing;	(Canadian painter),	add shape, add
	and cross-hatching;	b. use a range of media to	b. create and arrange	c. create and arrange	Thomas Hill (English-born	texture and pattern;
	b. depict movement and	create texture, effect and	accurate patterns;	accurate patterns;	painter)	c. use materials other than
	perspective in drawings;	colour;	c. use a range of mixed	Key questions: How can I	Know how to:	clay to create a 3D
	c. use a variety of tools	c. add decoration to create	media;	design and create printing	a. create a colour palette;	sculpture;
	and select the most	effect;	Key questions: How can I	blocks and tiles?	b. demonstrating mixing	Key questions: How can I
	appropriate;	Key questions: How can I	plan and design a collage?	How can I develop	techniques;	plan and design a
	Key questions: How can I	experiment with a range of	How can I create and	techniques in mono, block	c. use a range of paint	sculpture?
	use a variety of techniques	media by overlapping and	arrange accurate patterns?	and relief printing?	(acrylic, oil paints,	How can I use tools
	to add effects, e.g.	layering?	How can I use a range of	How can I create and	water colours) to	and materials to
	shadows, reflection,	How can I use a range of	mixed media?	arrange accurate patterns?	create visually	carve, add shape, add
	hatching and cross-	media to create texture,	Key vocabulary: shape,	Key vocabulary: pattern,	interesting pieces;	texture and pattern?
	hatching?	effect and colour?	form, arrange, fix, layers,	shape, tile, colour,	Key questions: How can I	How can I use materials
	How can I depict	How can I add decoration	overlays, pattern, texture	arrange, collograph	create a colour palette?	other than clay to create a
	movement and	to create effect?	Cross curricular links:	Cross curricular links:	How can I demonstrate	3D sculpture?
	perspective in drawings?	Key vocabulary: colour,	Geography - Rivers	Geography - Rivers	mixing techniques?	Key vocabulary: form,
	How can I use a variety of	fabric, pattern, stitch,	Links to Prior Learning:	Links to Prior Learning:	How can I use a range	structure, texture, shape,
	tools and select the most	cross-stitch, overlapping,	Year 5 collage units	Year 5 printing units	of paint to create	mark, soft, join
	appropriate?	layering	Ū.		visually interesting	Cross curricular links:
	Key vocabulary: line,	Cross curricular links:			pieces?	Geography - Mountains
	texture, pattern, form,	History - Tudors			Key vocabulary: blend,	Links to Prior Learning:
	shape, tone, smudge,	DT – Tudor Pouch			mix, line, tone, shape,	Year 5 sculpture units
	blend, mark, hard, soft,	Links to Prior Learning:			abstract, colour, palette	
	light, heavy, portrait	Year 5 textiles units			Cross curricular links:	
	Cross curricular links:				Geography – National Park	
	History - Tudors				Links to Prior Learning:	
	Links to Prior Learning:				Year 5 painting units	
	Year 5 drawing units					