

Art and Design Programmes of Study: Key Stages 1 and 2

National Curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

produce creative work, exploring their ideas and recording their experiences

become proficient in drawing, painting, sculpture and other art, craft and design techniques

evaluate and analyse creative works using the language of art, craft and design

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets]. Art and design – key stages 1 and 2

Subject content

Key stage 1

Pupils should be taught:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

St. Joseph's Catholic Primary School Art and Design Coverage Overview

Year	Autumn	Spring	Summer
1	<p>Portrait – Self Portrait Communicate ideas about themselves. Self portrait and/or objects to represent themselves. Investigate a range of drawing materials. Suggested artist – Frida Kahlo Useful websites All About Frida Kahlo PowerPoint Famous Artists - Twinkl</p> <p>Objectives:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between 	<p>Artist- Norman Cornish: 18 November 1919-1 August 2014 Arcimboldo –(Link to D&T – fruit salad) Investigate colour, pattern and texture. Explore colour and texture. Explore similarities and differences between different artists and their works Useful websites: https://normancornish.com/trail https://www.giuseppe-arcimboldo.org/</p> <p>Objectives:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Sculpture – Natural Materials Explore the work of sculptors. Explore space, form, texture and sensory qualities. Use a range of materials. Suggested artist – Spencer Byles Useful websites: About — Spencer Byles</p> <p>Objectives:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between

different practices and disciplines, and making links to their own work.

Coverage:

Art, 2D, line, colour, texture, shape painting, digital media (?)

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- landscape, *e.g. viewpoint, perspective, foreground, background*
- architecture, *e.g. scale, enlarge*
- visual elements, *e.g. relative size, colour, texture, pattern, detail, form*
- materials and processes, *e.g. acrylic paint, pattern and texture*

Resources:

For practical work

- viewfinders (made from a plastic slide mount or card frame 3–5cm wide)
- drawing materials, *e.g. soft pastels, oil pastels, pen and ink*
- sketchbooks
- painting materials, *e.g. poster paint, brushes*
- camera, if possible

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Coverage:

Craft, 3D, colour, design, texture, print, paint

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- sketching/drawing
- visual qualities, *e.g. colour, form, texture, size, pattern*

Resources:

For practical work

- fruit
- paint/painting trays
- various pencils
- pastels, colouring pencils
- knives, chopping boards

In this unit children will have an opportunity to use words and phrases related to:

different practices and disciplines, and making links to their own work.

Coverage:

Art, craft, 3D, Colour, texture, shape, form, collage, sculpture

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- natural materials, *e.g. grasses, bark, pebbles, rushes, leaves*
- made materials, *e.g. fabric, card, clay tiles, plastic*
- reclaimed materials, *e.g. made for one purpose and used again for another purpose*
- visual qualities, *e.g. shape, form, colour*
- tactile qualities, *e.g. hard, soft, rough, smooth, bumpy, rigid, pliable*
- materials and processes, *e.g. sculptor, sculpture, carving, modelling, casting, constructing*

Resources:

In this unit children will have an opportunity to use words and phrases related to:

- lines, *e.g. thin, bold, feint, wavy, broken*
- colours, *e.g. bright, dull, light, dark*
- colour mixing, *e.g. thick, thin, watery, blending bright and dull and light and dark colours*
- shapes, *e.g. long, oval, curvy*
- textures, *e.g. smooth, crinkly, rough*
- composition in a drawing or painting, *e.g. arranging, visual qualities*

Resources:

For practical work

- drawing materials, *e.g. soft graphite pencils (2B and 4B), willow, charcoal, soft pastels, oil pastels, wax crayons*
- painting materials, *e.g. block or liquid paint, large, medium and small bristle paint brushes*
- dressing-up clothes
- mirrors
- Camera

- lines, *e.g. thick, thin*
- colours mixing (primary colours to produce secondary colours)
- fruit, vegetables, meat, fish
- shapes, *e.g. round, long, curved*
- textures *e.g. rough, smooth, bumpy*
- composition in a drawing or painting, *e.g. arranging, visual qualities*

For practical work

- natural materials, *e.g. stones, pebbles, small logs, roots, slate, twigs, grasses, leaves, petals, creepers, bark, feathers, ferns, seeds, withies*
- made materials, *e.g. card, tubes, straws, wood offcuts, shavings, flexible, transparent and rigid plastic*
- materials for collage, *e.g. card base, glue, dyes or paints for colouring*
- camera, if possible
- sketchbook, diary or clipboard
- drawing materials, *e.g. soft graphite pencils, fine black pens, pastels*

In this unit children will have an opportunity to use words and phrases related to

<p>2</p>	<p>Portrait – Emotion and Action Using viewfinders. Use a range of materials and methods to record observations. Photography and digital imaging. Suggested artist – Andy Warhol Useful websites: Andy Warhol Pop Art KSI Andy Warhol Art PowerPoint (twinkl.co.uk)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Coverage:</p>	<p>Printing Make observations to create a tile print. Explore line, colour and shape in natural design. Suggested artist – Molly Lemon Useful websites: Molly Lemon - YouTube</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Coverage: Design, craft, 2D, colour, texture, shape</p>	<p>Artist: Vincent Van Gogh (Fishing boats on the Beach at Saintes-Maries-de-la-Mer') Investigate colour. Explore colour and texture. Explore similarities and differences between different artists and their works Useful websites: Vincent Van Gogh PowerPoint Art for Children - Twinkl</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Coverage: Craft, design, 2D, colour, texture, shape, collage</p>
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Art, design, 2D, line, tone, colour, shape, space, painting, collage, digital media, **print**, digital media

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- visual images, *e.g. photograph, picture, illustration, painting, collage, sequence*
- design, *e.g. plan, outline, shape*
- illustration, *e.g. illuminated, pictured, decorated, drawn, illustrators*
- style and size of letterforms
- layouts and arrangement
- collage, *e.g. combining, overlapping, layering*
- print, *e.g. monoprint, press print*

Resources:

For practical work:

- viewfinders (made from a plastic slide mount or card frame 3–5cm wide)
- camera
- drawing and painting materials
- materials for paper collage, *e.g. papers, glue, scissors*

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- lines and marks, *e.g. lines, dots, squiggles, patches*
- shapes in nature, *e.g. long, thin, rounded, regular, symmetrical, flowing*
- colour in nature, *e.g. colours of the seasons, earth colours, colours of corn*
- textures and surfaces in nature, *e.g. smooth, prickly, shiny, furry*

Resources:

For practical work:

- foam boards
- whiteboards
- pencils
- paints
- paint trays

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- Horizon
- Landscape
- Beach
- Sea
- Texture

Resources:

- 'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer' by Vincent Van Gogh
- Scrap materials
- Blue cellophane
- Tin foil
- Cotton wool
- Sand, lentils, rice
- PVA glue and spreaders
- Scissors

	<ul style="list-style-type: none"> materials for print making, e.g. base boards, rollers, paint or water-based printing inks, sponge, objects for printing 		
3	<p>Portrait – Relationships with others How paintings, prints and photograph communicate ideas about a person and their life. Suggested artist – Nelson Makamo Useful websites: Nelson Makamo, Artist Contemporary Art for Sale Rise Art</p> <p>Objectives:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Coverage: Art, line, tone, 2D, colour, shape, painting</p>	<p>Artist: Antony Gormley sculpture Explore sculptures of different scales and sizes, consider what the artist is hoping to convey in their sculptures. Useful websites: KS2 All About Antony Gormley PowerPoint (teacher made) (twinkl.co.uk)</p> <p>Objectives:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between 	<p>Textiles – Printing patterns (other cultures, ancient Greece) Explore patterns and textiles (from different times and cultures). Investigate stencilling and print-making. Combine and organise shapes, colour and patterns to make a decorative textile. Suggested artist – Amarjeet Nandhra Useful websites: Textiles From Around the World You Can Bring Home From Your Travels (matadornetwork.com) Talking Textiles KS2 PowerPoint (teacher made) - Twinkl Discover: The power of print – TextileArtist (Amarjeet Nandhra)</p> <p>Objectives:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of

different practices and disciplines, and making links to their own work.

materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history. (Lucie Rie)

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- relationships
- composing images, *e.g. background, composition, figures, pose, expression, character*
- mixed media
- related or contrasting colours

Resources:

For practical work

- sketchbooks
- large sheets of paper
- drawing materials, *e.g. graphite pencils (2B, 4B), thick and fine black felt-tip pens, chalks, pastels*
- painting materials, *e.g. liquid paint or watercolours, large, medium and small brushes*
- collage materials for mixed media work
- public and private buildings and spaces, *eg architecture, architect, town planner, environment, enhance, detract, viewpoint*
- sculpture, *eg maquette, sculptor, designer*
- personal and public opinion

Coverage:

Craft, design, 3D, colour, texture, shape, form, space, sculpture

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- Realist
- Contemporary
- Installation
- Shape
- Line
- Tone
- texture

Resources:

For practical work

- Sketchbooks
- chicken wire
- white glue
- water
- bowl
- paintbrush

Coverage:

Craft, design, 2D, colour, pattern, shape, space, textiles, **digital media, print**

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- printing skills, *eg stencil print, stippling, block print, roller, printing ink, calico, hessian*
- visual and tactile elements, *eg geometric shapes, space, symmetry, identical, reflective, rotate, translation, pattern, repeat, motif*

Resources:

For practical work

- 'background' fabric, *eg calico, hessian*
- paper for design and stencil work
- stippling or large hog's hair brushes
- fabric or water-based paint, treated with PVA
- materials for print making, *eg base boards, sponge*

	<p>Resources:</p> <p>For practical work</p> <ul style="list-style-type: none"> • drawing materials • materials suitable for making a small-scale sculpture (maquette), <i>eg card boxes, cartons, paper plates, cups, card tubes, wood batons, balsa wood</i> • papier mâché for modelling • joining materials, <i>eg sticky tape, double-sided sticky pads, glue</i> • access to public spaces, <i>eg school grounds, parks, gardens</i> • if possible, a camera or digital camera 	<ul style="list-style-type: none"> • strips of newspaper • strips of kitchen paper • black paint 	
4	<p>Textiles</p> <p>Textiles. Exploring cultures. Use a range of materials and processes. Create surface patterns, textures and sound effects.</p> <p>Suggested artist – Faith Ringgold</p> <p>Useful websites:</p> <p>KS2 All About Faith Ringgold PowerPoint (teacher made) (twinkl.co.uk)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 	<p>Artist:- William Morris</p> <p>Designs, past, cultures, everyday purpose, design</p> <p>Useful websites:</p> <p>William Morris Art Lesson KS2 PowerPoint (teacher made) (twinkl.co.uk)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting 	<p>Landscapes (Local area study)</p> <p>Explore ideas and meaning. Mixed media. Combine drawing, painting, collage and print-making. Develop understanding of signs and symbols to communicate ideas.</p> <p>Suggested artist – John Constable</p> <p>Useful websites:</p> <p>12 Famous Landscape Artists You Should Know - Invaluable</p> <p>KS2 All About the Artist John Constable PowerPoint - Twinkl</p>

- 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.

Coverage:

Art, craft, 3D, colour, pattern, texture, shape, form, textiles

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- visual and tactile qualities, *eg shiny, scaly*
- drawing skills, *eg outline, mark making*
- making skills, *eg glueing, stitching*
- composition, *eg arrangement of shapes, colours, lines, background, foreground*

Resources:

- For practical work
- cartridge and tissue paper

and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history.

Coverage:

Craft, design, 3D, colour, pattern, texture, shape, form.

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- design, *e.g. shape, structure, function*
- constructing a 3D printing tile, *e.g. card construction, model.*

Resources:

- For practical work
- drawing materials, *eg medium-grade graphite pencils, coloured pencils*
 - materials for construction, *eg card, glue, double-sided tape, stapler, liquid paint, PVA*
 - sketchbooks
 - coloured paper
 - roller

Objectives:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Coverage:

Art, craft, 2D, line, colour, pattern, texture, shape, painting, collage, printmaking

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- journeys and how to represent them, *eg lines, pattern, texture, colour, signs, symbols*
- visual forms, *eg aerial photography, maps and diagrams, structures, mazes*

	<ul style="list-style-type: none"> • fabric for background or a framework or structure for three-dimensional work • fabric offcuts, scissors, needles, threads 	<ul style="list-style-type: none"> • string 	<ul style="list-style-type: none"> • viewpoints, <i>eg aerial, birds-eye view, as the crow flies</i> • materials and processes, <i>eg painting, collage, print making, mixed media</i> <p>Resources:</p> <p>For practical work</p> <ul style="list-style-type: none"> • sketchbooks • drawing materials • painting materials • materials for paper collage, <i>eg card, coloured tissue, coloured and textured paper, glue, scissors</i> • materials for print making
5	<p>Portraits – Movement (Photography) Movement in art. Explore how movement is re presented in photography, illustrations, cartoons, paintings, prints. Explore methods and techniques to show movement. Suggested artist – Jordan Matter Useful websites: Top 10 Best Motion Photographers In The World (pouted.com) Jordan Matter Photography - Dance Photographer, Bestselling Author & New York Headshots</p>	<p>Artist – Paul Cezanne Still Life - Arrangements, objects, still-life. Objects conveying emotions. Colour, tone, composition. Useful websites: KS2 Paul Cezanne Information PowerPoint (teacher made) (twinkl.co.uk) Objectives:</p> <ul style="list-style-type: none"> • to <u>create sketch books</u> to record their observations and use them to review and revisit ideas 	<p>Textiles Textiles. Use a range of materials and processes. Create surface patterns, textures and sound effects. Suggested artist – Althea McNish Useful websites: KS2 Althea McNish Textile Designer Pack (teacher made) (twinkl.co.uk) Objectives:</p> <ul style="list-style-type: none"> • to <u>create sketch books</u> to record their observations and use them to review and revisit ideas

Objectives:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Coverage:

Art, design, 2D, line, tone, colour, shape, space, collage, digital media, print

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- the ways in which movement is shown in visual form, e.g. in film, animated cartoons, cartoon sequences
- movement, e.g. action, repetition, sequence, drift, dynamic, flowing, motion, rhythm, shifting, forceful
- human form, e.g. pose, position, gesture, open/closed shape
- facial expression, e.g. expressive, contorted, exhausted, joyous
- change, e.g. alter, convert, reorganise, transform, vary

- 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.

Coverage:

Art, 2D, tone, colour, shape, form, space, painting

Vocabulary:

In this unit children will have an opportunity to use the following words and phrases:

- still life
- natural and made forms
- viewpoint, viewfinder
- composition, arrangement
- 'family of colours', e.g. blues and purples
- contrasts, differences

Resources:

For practical work

- sketchbooks

- 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.

Coverage:

Art, craft, 3D, colour, pattern, texture, shape, form, textiles

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- visual and tactile qualities, eg shiny, scaly
- drawing skills, eg outline, mark making
- making skills, eg glueing, stitching
- composition, eg arrangement of shapes, colours, lines, background, foreground

Resources:

For practical work

- cartridge and tissue paper

	<ul style="list-style-type: none"> • lines and shapes, e.g. border, expressive, boundary, contour, edge, outline, profile, silhouette • tone, e.g. lightness, shade, contrast • colour, e.g. brilliant, glowing, dark, faded, expressive • representation, eg depict, portray, figurative, abstract • montage, eg cutting and piecing together from photographs and other materials <p>Resources: For practical work</p> <ul style="list-style-type: none"> • reclaimed materials and found objects • photographs and magazine cuttings of action shots • multiple photocopies of figures • digital camera video recording devices 	<ul style="list-style-type: none"> • viewfinders (made from a plastic slide mount or card frame 3–5cm wide) • coloured, patterned or chequered background material • sugar/cartridge paper • materials for drawing and painting, including small, medium and large brushes 	<ul style="list-style-type: none"> • fabric for background or a framework or structure for three-dimensional work • fabric offcuts, scissors, needles, threads
6	<p>Ceramics/Clay Explore 3D structures.</p> <p>Suggested artist – George Ohr</p> <p>Useful websites: 10 Inspiring Ceramic Artists to Share With Your Students - The Art of Education University George Ohr - Ohr-O'Keefe Museum of Art</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to <u>create sketch books</u> to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, 	<p>Artist – Henry Rousseau Explore landscapes – rain forest/ jungle. Record observations in drawings and photographs. Use shape form, space, colour, texture and pattern to develop and communicate ideas in painting. Explore how artists have represented landscaped in different ways.</p> <p>Useful websites: Henri Rousseau – KS2 Information PowerPoint (teacher made) (twinkl.co.uk)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to <u>create sketch books</u> to record their observations and use them to review and revisit ideas 	<p>Murals Identify the space shape form of man-made and natural patterns. Landscapes. Explore pattern. Make first hand observations.</p> <p>Suggested artist – Banksy</p> <p>Useful websites: The Most Famous Murals in the World – Naturalist Gallery of Contemporary Art Famous Banksy Graffiti Art PPT Famous Artists KS2 Art (twinkl.co.uk)</p> <p>Objectives:</p>

painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history.

Coverage:

Craft, design, 3D, texture, shape, form, space, sculpture

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- source material, *e.g. design, abstraction, geometric, traditional*
- visual and tactile elements, *e.g. shape, form, space, pattern, line*
- techniques, *e.g. coiling, slabbing, weaving, assembling*

Resources:

For practical work

- drawing materials, *e.g. pencil crayons, soft pencils, oil pastels*
- white or coloured paper and sketchbooks
- painting materials, *e.g. watercolours, inks, hand-painted collage paper*

- 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.

Coverage:

Art, 2D, line, tone, colour, pattern, texture, shape, form, space, painting

Vocabulary:

In this unit children will have an opportunity to use words and phrases related to:

- landscape, *eg viewpoint, perspective, foreground, background*
- architecture, *eg scale, enlarge*
- visual elements, *eg relative size, colour, texture, pattern, detail, form*
- materials and processes, *eg acrylic paint, collage*

Resources:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Coverage:

Art, design, 2D, line, tone, colour, shape, space, collage, digital media, print.

Vocabulary:

In this unit children will have an opportunity to use the following words and phrases:

- natural and made forms
 - viewpoint, viewfinder
 - composition, arrangement
- visual elements, *eg relative size, colour, texture, pattern, detail, form*
- materials and processes, *eg acrylic paint, collage*

Resources:

	<ul style="list-style-type: none"> • materials for three-dimensional work, <i>e.g. clay or papier mâché or textiles or natural materials</i> • <i>clay</i> 	<p>For practical work</p> <ul style="list-style-type: none"> • viewfinders (made from a plastic slide mount or card frame 3–5cm wide) • drawing materials, <i>e.g. soft pastels, oil pastels, pen and ink</i> • sketchbooks • painting materials, <i>e.g. acrylic paint, brushes</i> • camera, if possible 	<p>For practical work</p> <ul style="list-style-type: none"> • sketchbooks • sugar/cartridge paper • materials for drawing and painting, including small, medium and large brushes. • drawing materials, <i>e.g. soft pastels, oil pastels, pen and ink</i>
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