

Overview of Topics

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Drawing Exploring lines	Sculpture Colour Monster - dough modelling, sculpting	Landscapes <i>(possible link to geography topic)</i>	Human form	Kapow Unit: Prehistoric Art (linked to history stone age to Iron age)	Kapow Unit: Formal elements of art	Kapow unit: Every picture tells a story – Identify artists who have worked in similar ways to themselves	Graffiti Tag
Autumn 2	Printing Using a variety of objects to print including body parts...fingers/hands	Natural College, theme Stickman...combining media	DT focus (Textiles: Puppets)	DT focus (Textiles: Pouches)	DT focus (Textiles: Cushions)	Sculpture	DT focus (Textiles: Stuffed toys)	Still life
Spring 1	Sculpture.... Experimenting with 3D junk materials making Robots	Painting Colour mixing with powder paint Painting - pattern	DT focus	Kapow unit: Art and design Skills	DT focus (Food: Eating Seasonally)	DT focus (Structures: Pavilions)	Art and design skills.	DT focus
Spring 2	Textiles. Sorting, discussing and feeling different fabrics and threads	Representations of 'my perfect park' through collage and drawing	Art and design skills..... <i>(Free standing unit)</i> Linked to history sketching artefacts)	DT focus (Structures and mechanisms: Fire engines)	Kapow Unit: Craft Weaving	DT focus	DT focus	DT focus
Summer 1	Painting..... Exploring watercolours . Adding water to powderpaints	Observational drawing from real life animals and photos	Sculpture: Living things <i>(linked to science topic living things)</i>	DT focus	DT focus (Structures and mechanisms: Pneumatic toys)	Every picture tells a story	DT focus (Structures and mechanisms: Mineshafts)	Photography
Summer 2	Drawing Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Printing using fruit and vegetables	DT focus	Sculpture and mixed medium	Kapow unit....Back to Basic	DT focus	Focus... sketching and shading Theme....Architecture – Sketching the local area – pencil charcoal	DT focus

Intent ...At High view we aim to encourage and inspire children to become creative and skilful artists.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <ul style="list-style-type: none"> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. <ul style="list-style-type: none"> • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <ul style="list-style-type: none"> • Explore colour and colour mixing. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. <p>Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.</p>	<p>Pupils should be taught:</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>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.</p> <p>Pupils should be taught:</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 				

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary and Artist Study	<p>Drawing Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip</p> <p>Painting Light Dark Bright, Dull Colourful, brushes, line, colour names.</p> <p>Printing ,, Marks . Print Repeat Patterns Shapes</p>	<p>Unit 1 Formal Elements Lessons: Colour pattern, tone, form, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p>Colour mixing, lines, art, paint, shape, design Study the work of the artists</p> <p>Artists to study David Hockney and Vija Celmins Beatrice Milhazes Bridget Riley (Drawing ..exploring lines)</p>	<p>Unit 2 Art & Design Skills Lessons Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.</p> <p>Artists to study Clarice Cliff (Design) Nancy McCrosky (Mural)</p>	<p>Unit 1 Formal Elements Lessons: shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p>Colour, line, pattern, tone, shape, form, tone, texture, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. Colour pattern, tone, form, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p>Artists to study Max Ernst, Andy Warhol</p>	<p>Unit 2 Art and Design Skills Lessons: Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chino series, pop-art.</p> <p>Artists to study Barbara Hepworth (Art & Design Skills)</p>	<p>Unit 1 Formal Elements Lessons: observation, monument, legacy</p> <p>Colour, line, pattern, tone, shape, form, tone, texture, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. Colour pattern, tone, form, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours. shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p>Artists to study Hundertwasser</p>	<p>Unit 2 Make My Voice Heard Lessons Graffiti, contrasting, commissioned, Guernica, sculpture Photography Lessons: De -saturate, truism, photomontage, abstract, self-expression, crop, contrast.</p> <p>Artists to study Kathe Kollwitz, Mark Wallinger, Pablo Picasso and David Shrigley</p>
	<p>Sculpture Experiment with and talk about properties of clay, plasticine, dough. Sculpture, Fold. Bend. Clay</p> <p>Artists to study</p>	<p>Unit 3 Landscapes Lessons : Identifying the key features of a landscape</p> <p>Exploring different textures</p> <p>Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</p> <p>Artists to study: Vincent Van Gogh (Texture) Renoir, Sorolla, Kroyer (Landscape) Landscapes: Lesson 1-5</p>	<p>Unit 3 Human Form Lessons: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.</p> <p>Artists to study Damien Hirst (Drawing) Julian Opie (Portraits) Julian Opie (Portraits) Edwina Bridgeman</p>	<p>Unit 3 Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</p> <p>Artists to study Prehistoric cave paintings</p>	<p>Unit 3 Every Picture Tells a Story Abstract, narrative, pop art, preparatory drawing, re-enact</p> <p>Artists to study David Hockney Paula Rego Edward Hopper</p>	<p>Unit 2 Art and Design skills</p> <p>Artists to study Paul Klee, Da Vinci, Dominic Wilcox</p>	<p>Unit 3 Photography Abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life underpainting, visual minutes. Artists to study</p> <p>Hannah Hoch, Peter Kennard, JerryUelsmann • Jenny Holzer • Edward Weston</p>
		<p>Unit 4 Sculpture & Collage Lessons: Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivor</p> <p>Artists to study Louise Bourgeois, William Morris, John Henry Dearle</p>	<p>Unit 4 Sculpture & Mixed Media Lessons: Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.</p> <p>Artists to study Roy Lichenstein, Leo Baxendal</p>	<p>Unit 4 Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.</p> <p>Artists to study Diego Velzquez, Walk Disney, Carl Giles, Sam McBratney</p>	<p>Unit 4 Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p> <p>Artists to study Giuseppe Archimboldo Lesson 3: • Sokari Douglas Camp • El Anatsui</p>	<p>Unit 3 Every Picture Tells a Story Lessons: Abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical</p> <p>Artists to study Banksy, Hermann Rorschach, Magdalene Odundo</p>	<p>Unit 4 Still Life Lessons: Abstract, cartoon. Charcoal. Composition. Hue,. Negative image, sketching, underpainting, visual minutes</p> <p>Artists to study Paul Cezanne, Jaromir Funke, Ben Nicholson</p>

<p>Drawing</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details – eyes, nose, Mouth, ears.</p> <p>Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.</p> <p>Draw into sand, liquids, onto the ground using liquids and tools.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore mark making. Experiment with drawing lines. Use 2D shapes to draw – (using H and B pencils) square, rectangle, triangle, circle</p> <p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint.</p> <p>Draw light and dark lines (tone) horizontal lines, vertical, diagonal lines, wavy</p> <p>Observe and draw shapes. To understand abstract art through the use of shape – link to artist - Beatriz Milhazes</p>	<p>Explore drawing techniques, develop skill and control with a range of drawing materials. (using soft pencils – 2B/8B)</p> <p>Develop skill and control with a range of drawing tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper and wood</p> <p>Begin to apply tone to describe form (3D). To know that pressing heavy will give a darker tone/lightly will give a light tone.</p> <p>Explore drawing techniques - the use of tones in shading</p> <p>Talk about texture and pattern including tessellation and repeated patterns to create their own art.</p>	<p>Develop drawing skills by drawing from direct observation.</p> <p>Make marks using different drawing implements – oil pastels, charcoal Create textures with different drawing implements, pencil, oil pastels, charcoal Use pencil, charcoal and oil pastels to draw different form and shape using straight and wavy lines</p> <p>Apply and use geometry and tonal shading when drawing.</p> <p>Use a range of drawing media.</p>	<p>Draw still life from observation and for mark making.</p> <p>Develop skill and control when making marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint</p> <p>Know that objects having a third dimension and show an awareness of this in their work Know how to use a compass to draw arcs and circles Use vertical, horizontal, perpendicular and parallel lines</p> <p>Further develop understanding of geometry and mathematical proportion when drawing</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels</p> <p>Begin to use perspective in work using plan view, front elevation, single foci point and horizon</p> <p>Understand and create observational drawing and continuous line drawing</p> <p>Understand and use the processes of inkblotting and symmetrical ink drawing</p>	<p>Apply newly learned drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils</p> <p>Understand composition, through scale and proportion, foreground, middle ground and background.</p> <p>Experiment with cubism and perspective</p> <p>Scale up and down images.</p> <p>Understand and use Zentangle patterns, line and repeated line techniques to show light and dark</p>
<p>Painting</p>	<p>Experiment with painting and colour mixing using powder paints, poster paints and water colours.</p> <p>To develop language relating to paint and colour red yellow thick thin runny</p> <p>To explore and develop a range of mark makings using fingers, brush, sticks, feathers.</p> <p>To explore and develop techniques such as rolling, splashing, dripping on different surface.</p>	<p>To develop skill and control when painting - using poster paints, ready mix paint</p> <p>Paint with expression. Experiment with colours.</p> <p>Name the primary and secondary colours. Mix primary colours to make the secondary colour green (blue and yellow). Apply colour with different tools – brushes, rollers, fingers</p> <p>To paint using lighter and darker shades of a secondary colour</p>	<p>Improve skill and control when painting – using powder paint</p> <p>Paint with creativity and expression</p> <p>Mix primary colours to make secondary colours orange (red and Yellow) purple (red and blue)</p> <p>Know how to load a paintbrush with the correct amount of paint and control brush strokes.</p> <p>Describe tone using tints and shades Understand the effect of using white poster paint to make tints and pastel colours</p>	<p>To explore and develop making different colours using a range of natural products – Petals, berries, mud and water.</p> <p>Apply greater expression and creativity to own paintings</p> <p>Mix colours and know which are primary, secondary and tertiary colours. Understand how to mix medium to create colour wheels. Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints(white added).</p> <p>Experiment with effects and textures – dotting, scratching, splashing</p>	<p>Develop skill and control when painting using and comparing watercolour and acrylic tints to create tones and shades.</p> <p>Paint with expression. Analyse painting by artists.</p> <p>Colour mix to match tints, tones and shades in existing works. Revisit secondary and tertiary colours.</p> <p>Apply effects and textures, into personal art work.</p>	<p>understand the terms complementary and contrastng. Identify and work with complementary and contrasting colours using previously introduced media.</p> <p>Paint with greater skill and expression</p> <p>Mix and match colours and complementary colours to create atmosphere</p> <p>Understand how layering impatcs of texture</p> <p>Control brush strokes and apply tints and shades when painting.</p>	<p>Create colour wheels and grey scale with tints, tones, shade and mood – ink, paint,</p> <p>Identify how colour can portray emotion and use this in their own artwork. Explore impressionism, realism and symbolism</p> <p>Mix complex colours to create light, thinking about direction of light and its effect on images</p> <p>Apply knowledge of layering to create texture into personal art work. Control brush strokes to ensure accuracy and coverage.</p>

Sculpture	<p>Experiment how to change and make shapes or objects using playdough.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing.</p> <p>use a variety of natural, recycled and manufactured materials for sculpting - clay, straw;</p> <p>use a variety of techniques rolling, cutting,</p> <p>use a variety of shapes, including lines and texture;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract,</p>	<p>Children begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>use a variety of natural, recycled and manufactured materials for sculpting - clay, and card;</p> <p>use a variety of techniques, rolling, cutting, pinching;</p> <p>use a variety of shapes, including lines and texture;</p>	<p>cut, make and combine shapes to create recognisable forms;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>use clay and other malleable materials and practice joining techniques;</p> <p>Scoring both surfaces and using watery clay 'slip' to join them together.</p> <p>self-drying clay, clay, playdough</p> <p>add materials to the sculpture to create detail;</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay.</p> <p>They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>use materials other than clay to create a 3D sculpture; mod rock, plastercine</p>
Colour	<p>Experiments with and enjoys colour .</p> <p>Can name the primary colours.....red, yellow,.blue.</p>	<p>Remember the primary colours and to mix them to create secondary colours. Yellow and blue to make green</p> <p>Create shades of a colour and choose and justify colours for purpose. Blue, yellow</p>	<p>Mix, apply and refine colour mixing for purpose using wet and dry media.</p> <p>Describe their colour selections.</p>	<p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</p> <p>Use aspects of colour such as tints and shades, for different purposes. Tints and shades that compliment either lizards, butterfly or dolphin – using white to lighten and black to darken.</p>	<p>Analyse and describe colour and painting techniques in artists work.</p> <p>Manipulate colour for print.</p>	<p>Select and mix more complex colours to depict thoughts and feelings. A range of primary, secondary and tertiary colours .</p>	<p>Mix and apply colours to represent still life objects from observation.</p> <p>Express feelings and emotions through colour.</p> <p>Study colours used by Impressionist painters Paul Cezanne</p>

Form	to explore in using a range of materials such as clay, playdough, To explore in using clay and develop simple technique,	Learn about form and space through making sculptures and developing language.	Extend practical ability to create 3D sculptural forms begin to understand how to represent form when drawing.	Develop understanding of representing form when drawing.	Develop their ability to describe and model form in 3D using a range of materials, including drawing. Analyse and describe how artists use and apply form in their work	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Mark Wallinger
Line	Enjoys making marks, signs and symbols on a variety of types of paper Is spontaneously expressive, using marks, lines and curves	Use, express and experiment with line for purpose. Use HB, introduce softer pencils 2B and 3B) Use appropriate language to describe lines. vertical, horizontal, crosshatched, wavy	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line Analyse and describe texture within artists' work. Look at artists that have drawn native birds.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Articulating their deepening knowledge of line to create portraits Developing continuous line drawing, developing control, expression, shape, form and detail Adapting the techniques of other artists to create abstract drawing.
Pattern	Using a variety of objects to print. Pattern and sequence. Using body parts to print. Using fruit and vegetables. Mono printing. String blocks and polystyrene	Understand patterns in nature. Identify natural and man-made patterns. Design, make and create patterns in a range of materials. Learn a range of techniques to make repeating and nonrepeating patterns. Block design, lego, sticks and tools to create patterns in sand, soil etc.	Begin to identify and label shapes within images.	Identify, draw and label shapes within images and objects.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Paul Cezanne – geometric form.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
Shape	Can name basic shapes . (triangle.s quare, circle triangle) Pulls apart and reconstructs basic shapes.	Identify, describe and use shape for purpose. Circles, ovals	Identify, describe and use shape for purpose. Range of resources to print geometric shapes – lids, yogurt pots, thick card strips, rubbers etc.	Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Compose original designs by adapting and synthesising the work of others.(Banksy) Analyse and evaluate artists' use of shape.(Andy Warhol's)	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Eg Edward Weston
Texture	Names of textures smooth, bumpy, rough, soft, hard, Add sand, glue, sawdust for texture,	Use materials to create textures based on what the objects would feel like.	Use materials to create texture based on consideration of how the object will look in the picture once complete.	Analyse and describe texture within artists' work. (looking at prehistoric cave painting)	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture Which artists? – Claude Monet

<p>Tone</p>	<p>Sort colours into light and dark</p> <p>Begin to name light blue, dark blue etc within colours.</p>	<p>Learning that tone refers to the lightness or darkness of something</p> <p>Developing understanding of use of different tints and shades to create simple tone in their work</p> <p>Experiment with pencils to create tone.</p>	<p>Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</p> <p>Using tone to create 3D form when drawing</p>	<p>Applying and blending char-coal to create more sophisticated areas of tone.</p> <p>Learning and applying four simple rules of shading.....Shading in one direction</p> <p>Creating smooth, neat, even tones</p> <p>Leaving no gaps</p> <p>Ensuring neat edges when filling a shape</p> <p>Developing skill and control when using tone.</p>	<p>Use a variety of tones to create different effects.</p> <p>Understand tone in more depth to create 3D effects.</p> <p>Analyse and describe use of tone in artists' work.</p> <p>David Hockney</p>	<p>Develop an increasing sophistication when using tone to describe objects when drawing.</p> <p>Analyse artists' use of tone. (John Singer Sargent]</p>	<p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p>Manipulate tone for halo and chiaroscuro techniques.</p>
<p>Sketchbooks</p>	<p>.Class displays</p>	<p>Sketchbooks</p> <p>Use a sketchbook to generate ideas and observations</p> <p>Express thoughts and observations in sketchbooks</p> <p>Make records of experiments with various materials</p> <p>Pencils.chalks.pastels</p>	<p>Sketchbooks</p> <p>Teacher led idea modelling through discussion and sketching</p> <p>Sketchbooks to be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</p>	<p>Sketchbooks</p> <p>Use sketchbooks to generate ideas and observations</p> <p>Express thoughts and observations in sketchbooks</p> <p>Make records of experiments with various material</p>	<p>Sketchbooks</p> <p>Use sketchbooks for planning and refining ideas</p> <p>Record ideas for materials and composition</p> <p>Develop skill and technique using various media in sketchbooks</p>	<p>Sketchbooks</p> <p>Work collaboratively to explore ideas for meeting a design brief</p> <p>Develop and discuss ideas through sketches</p> <p>Enhance knowledge of skill and technique using various media in sketchbooks</p>	<p>Sketchbooks</p> <p>Use sketchbooks for planning and refining ideas</p> <p>Record ideas for materials and composition</p> <p>Develop skill and technique using various media in sketchbooks</p>
<p>Creating original Art work</p>	<p>Is spontaneously expressive, using marks, lines and curves.</p>	<p>Explore and create ideas for purposes and intentions.</p>	<p>Use artist sources to develop their own original artwork.</p> <p>Gaining inspiration for artwork from the natural world.</p>	<p>Create personal artwork using the artwork of others to stimulate them. For example Carls Giles.</p>	<p>Use literary sources to inspire art.</p> <p>Express thoughts and feelings through the tactile creation of art.</p> <p>Manipulate materials to achieve desired effects.</p> <p>Represent ideas from multiple perspectives.</p>	<p>Express thoughts and feelings about familiar products.</p> <p>Design new architectural forms, design and invent new products</p> <p>link artwork to literary sources.</p> <p>Create and invent for purposes.</p>	<p>Develop personal, imaginative responses to a theme.</p> <p>Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p>
<p>Identify similarities and Reflecting</p>	<p>Share their creations, explaining the process they have used.</p>	<p>Recognise and describe key features of their own and other's work. By lookingl at the work of the artists Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky.</p> <p>Describe what they feel about their work and the art of others.</p>	<p>Compare other's work, identifying similarities and differences.</p> <p>Describe choices and preferences using the language of art</p>	<p>Discuss art using an increasingly sophisticated use of language (formal elements)</p> <p>Reflecting on their own work in order to make improvements.</p>	<p>Build a more complex vocabulary when discussing art (formal elements)</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p>	<p>Develop a greater understanding of vocabulary when discussing their own and the work of others</p> <p>Regularly analysing and reflecting on their intentions and choices.</p>	<p>Use the language of art with greater sophistication to discuss art</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>