



# HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

## Art & Design

Progression of Knowledge

*Key substantive and disciplinary knowledge to be taught in each year group.*

Holly Primary School  
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Drawing							
	EYFS	KS1		Year 3/4		Year 5/6	
Substantive	<p><u>Nursery</u> Know that different tools make different marks.</p> <p>Know that holding a tool in a certain way makes it easier to control.</p> <p><u>Reception</u> Know that different tools make different marks and that you can control the marks you make.</p> <p>Know that texture can be described as rough, smooth, bumpy etc.</p>	<p>To know that different media makes different marks. To know that line can be straight, curved and in any direction. To know that line can be described as a moving dot.</p> <p>To know that different pencils make different tones. To know that tone is the lightness or darkness of something.</p> <p>To know that drawing on different surfaces creates texture. To know that texture can change how something feels.</p> <p>To know that you can recreate something by drawing it.</p>		<p>To know that lines can be varying thickness. To know that a line is the path left by a moving dot.</p> <p>To know that tone means the lightness or darkness of something. This could be how dark or light a colour appears.</p> <p>To know that texture is how something feels- actual texture really exists to touch/feel or visual texture is created to making it look like actual.</p> <p>To know that observation and imagination can inform drawings.</p>		<p>To know that different media and pencil techniques can be used to achieve a desired outcome. To know that line is the path left by a moving dot. A line can take many forms e.g horizontal, diagonal or curved. A line can be used to show contours, movements, feelings and expressions.</p> <p>To know that tone means the lightness or darkness of something. This could be how dark or light a colour appears. Tones are created by the way light falls on a 3D object.</p> <p>To know that texture is the surface quality of something, the way something feels or looks like it feels- actual texture really exists so you can touch and feel it whereas the visual texture is created by using different marks to represent actual texture.</p> <p>To know that different viewpoints impact on drawing.</p>	
Vocabulary	Draw, self-portrait, line, shape, pencils, felt tips, chalk, oil pastels, wax crayons	Dot, line, portrait, landscape, tone, texture, shape, straight, curved, light, dark, rough, smooth, pattern, mark making, tone, recreate,		Horizontal, vertical, thickness, visual texture, tactile texture, proportion, shading, hatching, cross-hatching, background, foreground, patterned, plain, observation,		Perspective, horizon line, relief textures, implied texture, light and dark values, viewpoint, contours, depth, focal point,	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary	Know how to control mark-making tools.	Know how to experiment with a variety of media,	Know how to control the types of marks made	Know how to experiment using	Know which materials can be	Know what line, tone, pattern and texture are and	Know what line, tone, pattern and texture are and

	<p>Know how to use drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p> <p>Know how to create pictures with a range of lines and shapes with increasing complexity.</p> <p>Know how to use a range of shapes and colours to represent observational drawings.</p> <p>Know how to show interest in and describe the texture of things.</p>	<p>pencils, rubbers, crayons, pastels, felt tips, pens, chalk.</p> <p>Know how to experiment with tone by drawing light/dark lines, patterns and shapes using different grades of pencils.</p> <p>Know how rubbings can create texture.</p> <p>Know how to observe and draw shapes and patterns.</p>	<p>with the range of media.</p> <p>Know how tone is affected through the use of different grades of pencils (HB, 2B, 4B)</p> <p>Know how to experiment with different surfaces to create texture and explore patterns.</p> <p>Know how to control the size of observational drawings.</p>	<p>alternative tools as well as pencils.</p> <p>Know how different pencils create different tones and use these to create shading. Know how to use hatching.</p> <p>Know how looking at detail and texture can help in observational drawings.</p> <p>Know how scale and proportion affect drawings.</p>	<p>used to create a desired outcome.</p> <p>Know how light and dark tones can be used to create shading and shadows, Know how to use cross-hatching.</p> <p>Know how to include detail and texture when doing observational drawings.</p> <p>Know how to use scale and proportion in drawing.</p>	<p>include these in drawings.</p> <p>Know and use different styles of shading to create light and dark effects. Begin to see how tone can achieve depth.</p> <p>Know how to use detail, texture, perspective and light/shade in observational drawings.</p> <p>Know how perspective is used and begin to use it in drawings.</p>	<p>include these in drawings confidently.</p> <p>Know and use different styles of shading to create light and dark effects with confidence. Know how tone can achieve depth.</p> <p>Know how to include detail, texture, perspective and light/shade when doing observational drawings.</p> <p>Know how perspective and viewpoints are used, and create focal points in drawings.</p>
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Painting							
	EYFS	KS1	Year 3/4		Year 5/6		
Substantive	<p><u>Nursery</u> Know that colours can be changed.</p> <p><u>Reception</u> Know that colours can be mixed to make new colours.</p> <p>Know that colours can be made lighter and darker.</p>	<p>Know that red, blue and yellow are primary colours. Know that secondary colours are made from mixing two primary colours. Know that red and blue make purple. Know that blue and yellow make green. Know that red and yellow make orange. Know that adding white makes a colour lighter. Know that adding black makes a colour darker.</p>	<p>Know that different brushes and tools can be used to create the desired effect. Know that primary colours make secondary colours. Know that a tint is when a colour is softened or lightened by a small amount of another colour, usually white. Know that a shade is when a colour is made darker, usually adding black. Know that different paints can create different effects and textures (watercolour paint is lighter etc)</p>		<p>Know that a hue is a colour that stems from the colour family but is just a different tone of that colour (lighter/darker). Know that thinner brushers allow more precision. Know that colours are associated with mood. Know that mixing techniques can be used to create their own colour palette. Know that harmonious colours sit next to each other on the colour wheel and contrasting/complementary colours are opposite each other.</p>		
Vocabulary	Paint, colours, change, mix, light, dark, paintbrush	Alter, brush, painting, colour, primary, secondary, warm, cool, watercolour, lighter, darker, mixing, layering,	Complementary, tinting, shade, palette, washes,		Acrylic, tertiary, analogous/harmonious, hue,		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary	<p>Know how to hold a paint brush using their dominant hand.</p> <p>Know how to use a paintbrush to form lines and circles.</p> <p>Know how to explore colour and colour mixing.</p> <p>Know how to distinguish</p>	<p>Know how to experiment and create different effects with paint using a range of brushes and tools, beginning to show control over effects.</p> <p>Know how to experiment with different thicknesses of</p>	<p>Know how to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.</p> <p>Know how to choose different thicknesses of paint to create</p>	<p>Know how to use a range of brushes and tools to demonstrate increasing control of the types of marks made.</p> <p>Know how to experiment with different effects and textures</p>	<p>Know how to use a range of brushes and tools to demonstrate conscious control of the types of marks made.</p> <p>Know how to experiment with different effects and textures</p>	<p>Know how to use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose.</p> <p>Know how to build different paints in layers to create different</p>	<p>Know how to use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose with increasing independence.</p> <p>Know how to start developing their own style using</p>

	<p>between colours and name them.</p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</p>	<p>paint on different surfaces.</p> <p>Know how to name the primary colours and start to mix a range of secondary colours, predicting resulting colours.</p> <p>Know how to make chosen colours lighter or darker by adding white and black.</p>	<p>effects on different surfaces.</p> <p>Know and understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours.</p> <p>Know how to make a range of lighter and darker tones by adding white and black.</p>	<p>including blocking in colour, thickening paint to create textural effects.</p> <p>Know how to mix colour, shades and tones to match desired outcome.</p> <p>Know how to use lighter and darker tones within painting.</p>	<p>including making a wash.</p> <p>Know how to mix colour, shades and tones with increasing accuracy to match desired outcome.</p> <p>Know how to use lighter and darker tones within painting and begin to explore complimentary colours.</p>	<p>effects and textures.</p> <p>Know how to mix and match colours to create tonal effects and associate colour with mood.</p> <p>Know how to create lighter and darker hues independently.</p>	<p>different effects and textures.</p> <p>Know how to mix and match colours to create atmosphere, mood and tonal effects.</p> <p>Know which colours are harmonious and which are contrasting.</p>
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Sculpture							
	EYFS	KS1		Year 3/4		Year 5/6	
Substantive	<p><u>Nursery</u> Know that dough/ clay can be experimented with to make different forms.</p> <p><u>Reception</u> Know that dough/ clay can be rolled, pressed, squashed and shaped to make different forms.</p> <p>Know that different marks can be made in dough/ clay.</p> <p>Know that simple decorations can be applied to a sculpture.</p>	<p>Know that natural and man-made materials can be used to create sculpture.</p> <p>Know that malleable materials can be modelled into shapes or different forms.</p> <p>Know that a variety of tools can be used to create marks and effects in clay and other materials.</p>		<p>Know that Andy Goldsworthy is an environmental artist.</p> <p>Know that clay can be joined using a slip and score technique.</p> <p>Know that different tools make different marks and effects.</p> <p>Know that papier mache is a solution added to a sculpture to strengthen it.</p>		<p>Know that clay can be joined using a variety of techniques.</p> <p>Know that a variety of tools can be used when creating sculptures.</p> <p>Know that papier mache is made using a powder mixed with water. Know that it is used to cover a sculpture and will strengthen it because it becomes firm once dried.</p>	
Vocabulary	Dough, clay, shape, tools, roll, press, squash	Carving, sculpture, moulding, knead, construct, wire,		Papier mache, slip, score, environmental art,		Blend, slabs, coil,	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary	<p>Know how to manipulate malleable materials to create shapes.</p> <p>Know how to add simple decorations</p>	<p>Know how to use a range of malleable media, including clay, and explore rolling, kneading and shaping.</p>	<p>Know how to manipulate clay or other malleable materials for a variety of purposes.</p>	<p>Know how to join clay adequately, by creating a slip, and create a simple clay base for extending and modelling other shapes.</p>	<p>Know how to use a variety of materials, effects and textures. Use combining skills more readily (score and slip technique).</p>	<p>Know how to use skills in joining clay, such as: slips, score, blend, slabs and coils.</p>	<p>Know how to use clay and other malleable materials with confidence and recall the joining techniques.</p>

	<p>to sculpture for artistic effect.</p> <p>Know how to make marks in dough/ clay and begin to describe textures.</p>	<p>Know how to construct and join recycled, natural and manmade materials.</p> <p>Know how to explore shape and form.</p>	<p>Know how to construct and join recycled, natural and manmade materials and show an awareness of materials that join well together.</p> <p>Know how to be safe with tools and materials and take care of and with them.</p>	<p>Know how to plan, design and make models.</p> <p>Know how to identify and name the tools and materials they have used.</p> <p>Know how to make a simple papier mache object.</p> <p>Know what environmental sculpture is and how it is created.</p>	<p>Know how to plan, design, make and adapt models, and make informed choices.</p> <p>Know how to match the tool to the material and work in a safe, organised and caring way.</p> <p>Know how to talk about their work and show an understanding that it has been sculptured, modelled or constructed.</p> <p>Know what environmental sculpture is and how it is created choosing their own materials for effect/textures.</p>	<p>Know how to plan a sculpture through drawing and preparatory work.</p> <p>Know and explain how to work in a safe, organised way, caring for equipment.</p> <p>Know how to develop use of papier mache in sculptures and use it to add more detail and 3D effects.</p>	<p>Know how to create a sculpture and constructions with increasing independence.</p> <p>Know and explain how to work in a safe, organised way, caring for equipment and offer ways to improve this.</p> <p>Know how to use papier mache along with recycled, natural and manmade materials to create a sculpture.</p>
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Printing, mixed media and collage				
Substantive	EYFS	KS1	Year 3/4	Year 5/6
	<p><u>Nursery</u> Know that prints can be made using found objects e.g. leaves.</p> <p>Know that sponges can be used to print areas of colour.</p> <p>Know that materials can be crumpled and stuck.</p> <p><u>Reception</u> Know that a variety of materials can be used for printing. E.g. sponge, fruit, blocks etc.</p> <p>Know that rubbings can be taken from objects such as leaves.</p> <p>Know that materials can be torn, cut, crumpled and stuck to make a collage.</p>	<p>Know that mono printing is a print that is made once.</p> <p>Know that printing makes a copy.</p> <p>Know that paper and other materials can be manipulated and moved around to make a collage.</p> <p>Know that a collage is piece of art made by sticking various different materials (such as photographs and pieces of paper or fabric) on to a backing.</p>	<p>Know that a printing block can be used more than once and can be kept the same or changed each time.</p> <p>Know that texture can be created through collage.</p>	<p>Know that prints and collage materials can be arranged in different ways to create different effects.</p> <p>Know that relief printing uses 3D resources.</p>



Vocabulary	Print, sponge, collage, tear, cut, crumple, stick, glue	Arrange, collage, cut, materials, join, glue, print, pattern, repeat, tear, fold, crumple,		Mixed media, assemble, montage, mosaic, mono-print, relief-print, block print		Motif, assemblage, juxtaposition, integrate, symmetry, tessellation, layering, over lapping,	
Disciplinary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Know how to explore printing using different found objects.	Know how to print using one colour.  Know how leaves can be used to print with.  Know how to explore printing with a ready-made relief printing block (shape of a leaf).	Know how to print using more than one colour.  Know how different leaves will produce different prints.  Know how to make a relief printing block using string on a card base (in the shape of a simple leaf).	Know how to explore printing using natural resources and use a range of colours.  Know how to explore block printing with more independence, and print on explore printing on different materials (e.g. fabric)	Know how to explore both mono-printing and relief printing using natural objects.  Know how to add more detail when making own printing blocks.	Know how to use mono-printing, block printing and relief printing with more independence.  Know how to create symmetrical designs and explore tessellation and overlapping.	Know how to use mono-printing, block printing and relief printing with confidence and experiment with adding more colours.  Know how to use symmetry and use different colours to overlap prints to create new colours.
Collage	Know how to glue materials to a background to create desired shapes.  Know how to tear, cut and crumple paper to create different shapes.	Know how to glue materials to a background to create desired shapes, patterns and effects.  Know how to fold, tear, cut and crumple paper to create different shapes and effects.  Know how to explore colour effects by selecting	Know how to glue materials to different backgrounds to create desired shapes, patterns and effects.  Know how to fold, tear, cut, crumple and overlap paper to create different shapes and effects.  Know how to explore texture and colour effects	Know how to overlap paper and other materials to create texture.  Know how to shape paper and other materials to achieve desired effects.  Know how to create a collage to show a variety of	Know how to overlap and overlay paper and other materials to create texture.  Know how to shape paper and other materials accurately to achieve desired effects.  Know how to design and make a collage to show a	Know how to experiment with adding collage to a painted or drawn background.  Know how to independently shape materials accurately to achieve a desired effect.  Know how to select from a range of materials	Know how to integrate collage with other techniques to create visual and textural effects.  Know how to purposefully choose materials and manipulate them to achieve a desired effect.  Know how to select from a range of materials

		from a variety of materials in a collage.	by selecting from a variety of materials in a collage.	textures and colours or both.	variety of textures and colours or both.	and refine techniques to create a collage which explores a theme.	and refine techniques to create a collage which explores a theme, idea or style.
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Evaluating work, including the work of artists and designers.	EYFS	KS1	Year 3/4	Year 5/6
Substantive	<p><u>Artists studied:</u>  <u>Cycle A-</u>                      Frieda Kahlo                      Andy Warhol                      Vincent Van Gogh  <u>Cycle B-</u>                      Orla Kiely                      E.A. Seguy                      Henri Rousseau</p> <p><u>Nursery</u>                      Know that some artists are famous because of their artwork.</p> <p><u>Reception</u>                      Know that Frieda Kahlo painted self-portraits.</p> <p>Know that Van Gogh painted sunflowers.</p>	<p><u>Artists studied:</u>                      Vincent Van Gogh                      Wassily Kandinsky                      Pablo Picasso                      Kara Walker</p> <p>Know that artists produce different portraits.</p> <p>Know that Van Gogh creates portraits which reflect mood, likes and dislikes.</p> <p>Know that Picasso creates portraits in an unrealistic style using patterns and colours.</p> <p>Know that Kandinsky is well known for his different paintings, where he uses shapes, lines and colours which don't always look realistic.</p> <p>Know that Kara Walker makes art out of silhouettes.</p>	<p><u>Artists studied:</u>                      Michael Angelo                      Leonardo Di Vinci                      Andy Goldsworthy                      Tom McGuinness                      Noman Cornish                      Australian Artists</p> <p>Know that Michael Angelo was an Italian artist and architect who was influenced by the Italian Renaissance movement.</p> <p>Know that Leonardo Di Vinci painted the Mona Lisa.</p> <p>Know that Andy Goldsworthy is a current British artist who uses natural materials to make sculptures.</p>	<p><u>Artists studied:</u>                      William Morris                      Monet                      Hokusai                      Banksy                      Georgia O'Keefe                      Vivienne Westwood</p> <p>Know that William Morris was a designer most famous for his printed wallpaper designs which were repeated using block printing.</p> <p>Know that Claude Monet is known as a founder of the Impressionist movement. Know that his painting 'Water-lilies' is one of his most celebrated works of art.</p> <p>Know that Hokusai is a famous Japanese artist best known for his wood block print series which contained 'The Great Wave Off Kanagawa'.</p> <p>Know that Banksy is a famous – but anonymous – British street/graffiti artist. Know that his work gets people</p>

	Know that Henri Rousseau painted jungle scenes.					excited but is also considered criminal damage.  Know that Georgia O’Keefe painted nature in a way that showed how it made her feel.  Know that Vivienne Westwood was an English fashion designer who promoted political causes (e.g. climate change) through her products.	
Vocabulary	Artist, artwork, Frieda Kahlo, Van Gogh, Henri Rousseau, like, dislike	Artist, designer, art appreciation, artistic techniques, modern, interest, same, different,		Historical, contemporary, styles, techniques, influences, artefacts, criticism, elaborate, feeling, style, striking, replicate, renaissance,		Abstract, art movements, critically review,	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary	Know how to begin describing artwork, beginning to say what they notice about it.  Know how to say what they like and dislike about artwork.	Know how to describe artwork, saying what they notice about it.  Know how to make simple comparisons between different works of art, describing what they notice.	Know how to describe artwork, saying what they find interesting about the work, and how the artist has developed ideas and techniques.  Know how to compare works on similar themes by different artists, describing similarities and	Know how to describe different works by the same artist, saying what they find interesting about the works, and how the artist has developed ideas and techniques.  Know how to compare works on similar themes by different artists, using artistic language to describe	Know how to compare different styles and approaches by artists, noticing similarities and differences in terms of media, ideas and techniques.  Know how to describe, using artistic language, how their own work has similarities to that	Know how to compare different styles and approaches by artists, and how artists have developed ideas and themes within their work, and how artistic movements can be described.  Know how to describe, using artistic language, how their own work has similarities to that of artists they	Know how to compare different styles and approaches by artists and how artists and artistic movements have influenced one another.  Know how to describe, using artistic language, how and why they have used the work of artists and designers to

		<p>Know how to look and talk about what they are doing, describing simple techniques and media used, expressing their likes and dislikes.</p>	<p>differences in what they observe.</p> <p>Know how to describe and explain the successes and challenges of what they are doing (while they are working), identifying what they are pleased with and what could be adapted.</p>	<p>similarities and differences in what they observe.</p> <p>Know how to describe and explain the successes and challenges of what they are doing (while they are working), identifying how they solved any problems they encountered and suggesting changes they might make.</p>	<p>of artists they have studied.</p> <p>Know how to discuss and review their work, both in progress and when completed, expressing their thoughts and feelings, identifying modifications and aspects which could be developed further.</p>	<p>have studied, and how they have tried to show this in their work.</p> <p>Know how to discuss and review their work, both in progress and when completed, responding to feedback from others.</p>	<p>influence their own work.</p> <p>Know how to discuss and critically review their work, both in progress and when completed, identifying where feedback would be helpful to them to develop further.</p>
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Exploring and developing ideas							
	EYFS	KS1		Year 3/4		Year 5/6	
Vocabulary	Materials, tools,	Create, develop, method, effect, experiment, explore, sketchbook,		Adapt, annotate, mood, precise, refine, resources,		Enhance, convey, expression, interpretation, provoke, qualities,	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary	<p>Know how to make simple observational drawings of animals and plants.</p> <p>Know how to begin to talk about their ideas and the choices they have made, beginning to include chosen tools, media and materials.</p>	<p>Know how to sketch to make recordings in sketchbooks.</p> <p>Know how to record their own ideas in response to first hand observations, e.g., natural objects, pictures, works and designs by artists, artefacts, and experiences.</p> <p>Know how to talk about their ideas and the choices they have made,</p>	<p>Know how sketchbooks can be used to record ideas and experiment in.</p> <p>Know how to choose their own starting point from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences.</p> <p>Know how to ask and answer questions about choices they have</p>	<p>Know how a sketchbook can be used for different purposes including recording, observations, planning and shaping ideas (recording and experimenting in sketchbooks).</p> <p>Know how to choose different starting points from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences.</p> <p>Know how to ask and answer questions about starting points,</p>	<p>Know how a sketchbook can be used to improve understanding, inform ideas and plan outcomes (sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).</p> <p>Know how to investigate a range of possible starting points for their work, including artworks by artists and designers and choose ideas to develop further, giving reasons for their choices.</p> <p>Know and describe how they are developing their ideas as they</p>	<p>Know how a sketchbook can be used for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information (often independently).</p> <p>Know how to choose a preferred starting point for their work, including the influence of work by artists and designers, giving reasons for their choices.</p> <p>Know and explain how they are developing their ideas as they</p>	<p>Know how a sketchbook is used to systematically investigate, research, plan and test ideas (sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).</p> <p>Know how to choose a preferred starting point for their work, planning how their work might develop and which techniques they will use.</p> <p>Know and explain with reasoning how they are developing their</p>

		including chosen tools, media and materials.	made, including chosen tools, media, materials and purpose.	and choices they have made, including chosen tools, media and materials and purpose.	work, using artistic language.	work, using artistic language.	ideas as they work, using artistic language.
		Know how to experiment with chosen materials and ideas.	Know how to adapt ideas through experimentation.	Know how to adapt ideas through deliberate experimentation.	Know how to speculate and decide what experimentation might be interesting to pursue.	Know how to explain their thinking behind the experimentation they have chosen to pursue.	Know how to speculate and decide what experimentation across different media might be interesting to pursue.

Long Term Overview

	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn A	<p><u>Good to be Me</u> Self-portraits Frieda Kahlo (Drawing)</p> <p><u>Wonderful weather</u> Diva Lamps (Sculpture) Wrapping paper Andy Warhol (Printing)</p>	<p><u>What makes me Super?</u> Portraits and self portraits Van Gogh (Drawing)</p> <p>Resources-</p>	<p><u>Dragonology (Aut 1)</u> Dragon eyes- clay (Sculpture) Watercolour eyes (Painting)</p> <p>Resources- clay, clay tools, watercolours, brushes, dragon eyes</p>	<p><u>Invaders and Settlers (Aut 2)</u> William Morris – printing (Printing)</p> <p>Resources- foam tiles 2x 30x30cm packs of 10, rollers, cotton buds, string, paint pallets, pain</p>
Spring A	<p><u>Dragon scales and knight tales</u> Colour mixing- Dragons (Painting)</p> <p><u>A pirate's life for me</u> Pirate collage (Collage)</p>	<p><u>I like to be beside the seaside</u> Kandinsky (Painting / Collage- tearing)</p> <p>Resources- gummed paper</p>	<p><u>Extreme Earth</u> Papier Mache – volcanoes (Sculpture/Painting)</p> <p>Resources- newspaper, masking tape, cardboard, pop bottles, papier mache paste, brown and green paint</p>	<p><u>Rivers</u> Monet- Sketching and Watercolour (Drawing / Painting) Georgia O'Keefe- flowers/landscapes (drawing/Colour)</p> <p>Resources- pencils, pastels, watercolours, watercolour paper, brushes,</p>
Summer A	<p><u>Ready, steady, grow!</u> Clay Plants (Sculpture) Observational drawings of plants Van Gogh (Drawing)</p> <p><u>On safari</u> Tints and tones (Painting)</p>	<p><u>Amazing Africa</u> African Art clay pots (Sculpture)</p>	<p><u>Mediterranean</u> Michael Angelo Study- drawing (upside down) Leonardo di Vinci- portraits, collage background using teared paper (drawing/collage) Fresco painting/pastels- on dried plaster of Paris</p>	<p><u>Japan</u> Hokusai- perspective drawing, the great wave (Drawing/Painting)</p>
Autumn B	<p><u>Super me</u> Self-portraits (Drawing)</p> <p><u>Day and Night</u></p>	<p><u>Me and My Community</u> Silhouettes / Portraits Picasso Kara Walker- silhouette art</p>	<p><u>Robin Hood</u> Study of Andy Goldsworthy (Painting / Collage)</p>	<p><u>Plastic Sucks!</u> Collage. Observational drawings (Collage / Drawing)</p>

	<p>Diva Lamps (Sculpture) Wrapping paper Orla Kiehly (Printing)</p>	<p>(Drawing)</p>	<p>Printing with natural materials. Creating a collage of prints from found natural objects.</p>	<p>Vivienne Westwood- designer- climate change</p>
<p><b>Spring B</b> <b>Y3/4 Autumn B 2</b></p>	<p><u>Dinosaur Detectives</u> Colour mixing- Dinosaurs (Painting) <u>On the farm</u> Farm collage (Collage)</p>	<p><u>Author Study- Julia Donaldson</u> Printing- leaf, seasons. Sculpture- tree/Stick Man- wire) (Printing/Sculpture).</p>	<p><u>Mining</u> Different media (Drawing) 2x Artists studied- Miners</p>	<p><u>Ancient Egypt</u> Egyptian Masks- papier mache. Sacophagus- clay. (Sculpture / Painting)</p>
<p><b>Summer B</b></p>	<p><u>Our amazing Earth</u> Clay Mini-beasts (Sculpture) Observational drawings of mini-beasts E.A.Seguy (Drawing) <u>Down in the Jungle</u> Tints and tones Henri Rousseau (Painting)</p>	<p><u>Polar Bear, Polar Bear</u> Hot and cold paintings- tones and tints (Painting)</p>	<p><u>Australia</u> Aboriginal Art (Painting / Sculpture) 2x Australian Artists studied One man one woman</p>	<p><u>Crime and Punishment</u> Banksy 'artist' study- graffiti (Drawing / Printing)</p>