

## Art & Design Curriculum Progression

*“The aim of art is to represent not the outward appearance of things but their inward significance.” Aristotle.*

### Curriculum Intent:

At Milldown CE Academy, we are committed to providing a high-quality Art and Design education for all our children. By doing so we will enrich and immerse them with the skills they need to be critical, confident and capable artists. Art lessons are the foundation upon which children build their understanding of having a critical eye and being reflective artists. Our art curriculum is carefully sequenced in order to build knowledge and skills over time so children know more and remember more. We aim for children to become immersed in and inspired by artists both locally and within the wider world. Underpinning all lessons will be a rigorous focus on developing key artistic skills whilst also ensuring sound progression of knowledge and a sequenced understanding of key concepts. We aim for our vision – ‘Inspire-Believe-Achieve’ – to be lived out through our core aims:

- **To be inspired to be inquisitive and curious artists** who can ask, answer, analyse and draw contrasts about other artists work and their own art.
- **To have their beliefs challenged and be critical and reflective designers** who are able to discuss and talk about strengths and weakness in their own and others art and decipher opinions about art work.
- **To have a rich knowledge of local and global art and artists** that allows children to talk confidently and coherently about known artists.
- **To achieve an extensive knowledge of key skills** about a range of artistic techniques that they can apply to different medias and contexts.

### How will the curriculum be delivered? The implementation.

Our curriculum is underpinned by the National Curriculum and has been mapped to be progressive and build on prior learning, ensuring children know more and remember more over time. All learning hinges around an enquiry-based gateway question, with a focus on a key artist. Thanks to carefully planned progression documents we can ensure continuity and progression across the key stages, recognising Art as an Artist Study with a focus on skills and deepening knowledge and understanding. The knowledge and skills set out are explicitly taught and practised within each unit. Towards the end of each academic year, a more project-based approach is taken where children apply their learning from across the year. Through this, we aim that children will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our local area and beyond.

### Curriculum Review (Impact):

Children's skills and knowledge are continually assessed throughout lessons but also through their completed piece of artwork at the end of each unit. In the final term of the academic year, children will undertake a piece of artwork that aims to incorporate skills and knowledge learnt throughout the year. This piece of artwork will be assessed by the art leader. Because our curriculum serves as the progression model, the level of success in this shows the degree of impact of teaching over the long-term. Pupil discussions will also help inform subject and senior leaders about the impact of our art and design curriculum and the next steps.

## CURRICULUM YEARLY OVERVIEW

	AUTUMN		SPRING		SUMMER	
<b>EYFS</b>	Self-portraits/ collage/painting/clay	Salt dough, construction, pastels, Christmas craft Exploring range of medium	Aboriginal art, 3d models, exploring textures.	Construction/collage/ pastels/painting	Paint/colours/ texture	Techniques and adapt work
<b>Year 1</b>	Discovering charcoal & drawing like a caveman	Wax resist - autumn leaves & squiggle drawings	Drawing & painting spirals	Drawing feathers & making sculptural birds	Plasticine print making	Making magic spells and dynamic drawings
<b>Year 2</b>	Making Money & Portraits	Colour Wheel	In the Style of the Surrealists	Mono Printing	Houses from Around the World Being An Architect	Animal Parade - Making Animal Masks
<b>Year 3</b>	Drawings and sculptural characters inspired by Roald Dahl and Quentin Blake	Making drawings move / making articulated beasts	A cheerful orchestra	Typography for children	3d visual map making	Fruit inspired clay tiles & fruit pinch pots
<b>Year 4</b>	Illustrating the Jabberwocky	Clay figurative sketches/ making a pocket gallery	Dragons and birds in eggs/creating a beast wax resist	Drawing with scissors – Matisse collage	Thoughtful mark making – birds in the trees	Drawing and building nests
<b>Year 5</b>	Sketchbook Exploration	Collage/automatic drawing/sculpture inspired by Miro	Flat, yet sculptural – drawing, collage & construction	Making a feast/communal picnic drawing	Drawing inspired by architecture/sculpture with personality	Colour composition/sculpture and balance
<b>Year 6</b>	Drawing & exploring portraits	Sculpture 'Take a seat'	Drawing 'Graphic inky still life'	Sculptural wave bowls	Set Design	Showcase of Skills

## Progression in Art Skills

	Reception		Key Stage 1			Key Stage 2	
<b>National Curriculum: Subject content.</b>	<ul style="list-style-type: none"> <li>Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>Represent their own ideas, thoughts and feelings.</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products.</li> <li>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to own work.</li> </ul>			<ul style="list-style-type: none"> <li>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>Create sketch books to record observations and use them to review and revisit ideas.</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>Learn about great artists, architects and designers in history.</li> </ul>	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>Experiment with a range of drawing tools.</p> <p>Draw from observation, memory and imagination.</p> <p>Draw on a large and small scale and use different shapes, colours and textures.</p> <p>Manipulate materials and have increasing control of line and shape.</p>	<p>Experiment with charcoal and chalk (including smudging and erasing) to make a variety of marks <i>(Discovering charcoal/ Drawing like a caveman)</i></p> <p>Begin to make observational drawings using different qualities of line and mixed media (pencil, wax crayons, charcoal, ball point pens) <i>(Wax Resist Autumn Leaves &amp; Autumn Floor Drawing; Drawing &amp; painting spirals; Drawing feathers/Making Sculptural Birds)</i></p>	<p>Develop mark-making skills through experimentation with various drawing media (pencil, graphite, chalk, soft pastel, wax and charcoal).</p> <p>Explore a variety of drawing starting points.</p> <p>Capture facial expressions through cartoon sketches and attempt accurate portraiture <i>(Making Money.)</i></p> <p>Explore texture and pattern by making rubbings for collage using a wide range of textured objects <i>(Houses from Around the World/Being an architect).</i></p>	<p>Practice and develop sketchbook use by sketching quick figurative drawings from life focussing on representing scale and proportion, and explore exaggeration <i>(Sculptural Characters Inspired by Roald Dahl and Quentin Blake)</i></p> <p>Create a large scale, collaborative drawing made in response to music <i>(A Cheerful Orchestra)</i></p> <p>Using observational drawing as a starting point, fed by imagination, design typography <i>(Typography for children)</i></p> <p>Vary mark making by using lines, dots, dashes, and a variety of weights of line. <i>(3D Visual Maps)</i></p>	<p>Practice and develop sketchbook use by drawing to experiment, explore colour and paint, and test ideas <i>(Illustrating the Jabberwocky)</i></p> <p>Use growing technical skill and knowledge of different materials, to explore more experimental drawing <i>(Illustrating the Jabberwocky &amp; Dragons &amp; Birds in Eggs/Creating a beast)</i></p> <p>Work in monochrome, to create light and dark <i>(Illustrating the Jabberwocky &amp; Mark making/Birds in the trees)</i></p> <p>Observational drawing from life, in a variety of media focussing on how each can change the feel and character of a drawing. <i>(Drawing and building nests.)</i></p>	<p>Practice and develop sketchbook use by exploring colour, testing ideas and exploring materials <i>(Sketchbook Exploration).</i></p> <p>Guided drawing focussing on a variety of lines and texture <i>(Inspired by Miro – Collage, Automatic Drawing, &amp; Sculpture).</i></p> <p>Scale up silhouette images using a grid method <i>(Making a Festival Feast/Communal Picnic Drawing)</i></p> <p>Use intuition to arrange simple shapes and colours on a canvas to make a composition <i>(Drawing and sculptures Inspired by Anglo Saxon Architecture).</i></p>	<p>Develop drawing skills using observational drawings and produce increasingly accurate portraiture <i>(Drawing &amp; exploring portraits &amp; Drawing 'Graphic inky still life')</i></p> <p>Develop observational and mark making skills to create 3D graphic images <i>(Drawing 'Graphic inky still life').</i></p>

<p><b>Painting</b></p>	<p>Explore the use of colour and mark making by using a variety of painting and printing materials.</p>	<p><b>Layer different medium (charcoal and paint) to create texture and depth</b> (<i>Discovering charcoal/ Drawing like a caveman</i>).  <b>Begin to explore colour and mark making using different medium</b> (<i>Drawing and painting spirals &amp; Making magic spells</i>).</p>	<p><b>Understand relationships of primary and secondary colours and apply colour mixing skills to create different moods</b> (<i>Colour wheel/Minibeast collage/warm and cool fish</i>).  <b>Explore painting on different surfaces, such as fabric and different scales.</b></p>	<p><b>Create mixed media work by inventing oversized musical instruments</b> (<i>A Cheerful Orchestra</i>)  <b>Explore painting on new surfaces using colour as decoration</b> (<i>Fruit inspired clay tiles &amp; fruit pinch pots</i>)</p>	<p><b>Create atmosphere and different moods</b> (<i>Illustrating the Jabberwocky</i>)  <b>Daub, print and brush a variety of painted and printed textures to create atmosphere for further drawing work</b> (<i>Mark making/Birds in the trees</i>)</p>	<p><b>Paint on new surfaces and work collaboratively to produce images in new contexts.</b></p>	
<p><b>Sculpture</b></p>	<p>Experiment with a range of materials to create 3D forms.</p>	<p>Explore, discover and invent ways for 2D to transform into 3D sculpture by replicating patterns and textures, and combining drawing and making skills to produce 3D birds (<i>Drawing feathers/Making Sculptural Birds.</i>).</p>	<p><b>Design, make (cut and fold) and decorate 3D card animal masks</b> (<i>Animal Parade: Making Masks</i>).  <b>Explore how 2d can become 3d through “design through making”.</b>  <b>Explore space and structure in architecture by designing and making mini-houses</b> (<i>Houses from Around the World/Being an architect</i>).</p>	<p><b>Generate ideas and make clay ‘Roald Dahl’ characters, inspired by Quentin Blake and explore exaggeration</b> (<i>Sculptural Characters Inspired by Roald Dahl and Quentin Blake</i>)  <b>Design and create articulated beasts, from card, with moving joints</b> (<i>Making drawings move/Making Articulated Beasts</i>)  <b>Explore simple clay techniques to make tiles and pinch pots, and decorate with relief patterns based upon observational drawing</b> (<i>Fruit inspired clay tiles &amp; fruit pinch pots</i>)</p>	<p><b>Work with clay to create a quick 3D figurative sketch from life or imagination, with a focus on scale and proportion</b> (<i>Clay figurative sketches/ making a pocket gallery</i>)  <b>Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually</b> (<i>Drawing and building nests.</i>)</p>	<p><b>Without planning, use a variety of materials and tools to build a sculpture</b> (<i>Inspired by Miro – Collage, Automatic Drawing, &amp; Sculpture and How does the Sculpture Balance?</i>)  <b>Transform 2D collage into 3D sculpture</b> (<i>Flat Yet Sculptural? Drawing, Collage, Construction</i>)  <b>Explore ways of fastening materials by ‘designing through making’ a structure</b> (<i>Drawing inspired by architecture/ sculpture with personality</i>).</p>	<p><b>Explore geometric design, pattern and structure by making a decorative vessel</b> (<i>Sculptural wave bowls</i>)  <b>Explore traditional shadow puppets and develop drawing and making skills combined with narrative /character development</b> (<i>Shadow Puppets</i>).  <b>Explore ways of fastening materials by ‘designing through making’ a structure</b> (<i>Sculpture ‘Take a seat’</i>).</p>

<p><b>Other - collage - printing</b></p>	<p><b>Manipulate materials with increasing control.</b></p>	<p>Explore colour, scale and a wax resist technique using wax crayons and Brusho Crystal Colours inspired by colours and shapes of autumn leaves. (<i>Wax Resist Autumn Leaves &amp; Autumn Floor Drawing.</i>)</p> <p><b>Create printmaking using plasticine moulds</b> (<i>Plasticine Print Making.</i>)</p>	<p><b>Create collage in the style of the Surrealists</b> (<i>In the style of the Surrealists.</i>)</p> <p><b>Explore simple mono printing techniques using carbon paper and paint on fabric with a focus on texture and mark making</b> (<i>Mono Printing</i>)</p>	<p><b>Combine drawing, design and making skills using colour and collage to make 3D maps based upon real or imagined landscapes</b> (<i>3D Visual Maps</i>)</p>	<p><b>Explore a wax resist technique and then use the technique of 'Sgraffito' to scratch into an image focussing on mark-making and texture</b> (<i>Dragons &amp; Birds in Eggs/Creating a beast</i>)</p> <p><b>Create a collage by cutting/ripping/overlapping/cropping paper, and exploring scale and considering negative spaces</b> (<i>Drawing with Scissors/ Screen Printing Inspired by Matisse</i>)</p>	<p><b>Experiment with colour, shape, composition, tearing and cutting to create a collage inspired by Miro's paintings</b> (<i>Inspired by Miro – Collage, Automatic Drawing, &amp; Sculpture</i>)</p> <p><b>Use photocopied paper as a collage material adding texture and form to simple outline shapes</b> (<i>Flat Yet Sculptural? Drawing, Collage, Construction</i>)</p>	<p><b>Draw, make and consider how a stage set can be created whilst exploring the links between literature, language and the visual arts</b> (<i>Exploring set design</i>)</p>
<p><b>Artists</b></p>		<p><b>William Kentridge, Frank Auerbach, Judith Ann Braun, Heather Hanson, Ruth Asawa, Kandinsky, J. Vincent Scarpace, John Ruskin, Cathy Miles and Diana Beltran Herrera.</b></p>	<p><b>Paul Klee, Pablo Picasso, the Surrealists and Salvador Dali, various architecture from around the world.</b></p>	<p><b>Quentin Blake, Johannes Vermeer, Hans Holbein the Younger, Edgar Degas, Edouard Manet, George Seurat and Paul Cezanne.</b></p>	<p><b>Henry Moore sculpture, Henri Matisse and Pintoricchio.</b></p>	<p><b>Joan Miro, George Cruickshank, Peter Anton and Ben Nicholson.</b></p>	<p><b>Henry Moore, Max Beckman, and Kathe Kollwitz.</b></p>
<p><b>Vocabulary</b></p>		<p><b>Charcoal, chalk, medium, marks, variety, pressure, handprint, dark and light, wax resist, observational, explore, experiment, collage, detail, texture, spiral, demonstration, smudging, blending, oil pastel,</b></p>	<p><b>Colour wheel, primary/secondary colours, light/dark, hot/cold, happy/sad, design, surrealist, continuous line, self-portrait, shading, template, translate, architecture, interior, exterior, space, rubbings,</b></p>	<p><b>Exaggeration, characteristics, pose, basic form, torso, manipulate, sketch, animation, collaborative piece of work, typography, typefaces, structure, landscape, features, decorative, pinch pot, re-create, malleable and viewfinder.</b></p>	<p><b>Monochrome, atmosphere, concertina book, construct, sketch, communicate, reclining, 'Sgraffito' overlap, crop, negative space, daub, tonal approach and cross hatching.</b></p>	<p><b>Observational drawing, scale, outline, horizontal and vertical lines, creativity and resilience, exploration, automatic drawing, engravings, abstract marks, communal sculpture, papier mâché, Modroc, balance, counterbalance and composition.</b></p>	<p><b>Set design, dramatic drawing, maquettes, shadow puppets, fretwork, articulation, temporal frames, still life, varied mark making, portraiture, thinking creatively and faceted.</b></p>

		composition, movement, 2D, 3D and printing.	pattern, inspiration, canvas, carbon copy paper and monoprint.				
Questions		Tell me about what you are making? What might you do next?	Which materials might you use? What have you discovered? Tell me about what you have made? What would you like to explore more of?	Tell me about that you are making and what inspired you? What might you do next? Tell me about the materials and techniques you are using? What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get round them? Tell me about things you really liked or enjoyed What would you like to explore more of?	Tell me about that you are making and what inspired you? What might you do next? Tell me about the materials and techniques you are using? What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get round them? Tell me about things you really liked or enjoyed What would you like to explore more of? What is the potential of what you have done? What could you do next?		

## Art Concept Progressions

Colour			
<i>Colour is the most complex artistic element of art and design because of the combinations and variations inherent in its use. Humans respond to colour combinations differently. Colour is fundamental to many forms of art. Its relevance, use and function in a given work depend on the medium of that work.</i>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
Explore, experiment and communicate ideas through colour and mark-making, using a variety of materials and tools. Explore how colours can be changed and begin to use vocabulary, such as, light, dark and names of colours.	Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. Apply colour mixing skills to a project. Discuss harmonious, complementary, warm, cold and contrasting colours. Explore colour contrast created by printing and introduce the notation of positive and negative.	Explore how certain colour combinations affect the outcome of a project. Work on preliminary studies to test media and materials. Associate colour with different emotions. Use more specific colour language e.g. tint, tone, shade and hue. Select and mix colours to depict thoughts, feelings and to create atmosphere. Apply colour to clay and observe the properties of different colours and how these behave when painted onto clay.	Use dark and light to create objects, people or places in shadow. Use tone and colour to create a certain feeling such as sombre, sadness, eerie or happy. Mix colours after studying, testing and choosing appropriate materials.

Form & Shape			
<i>The recognition of a 'geometric shape' including squares, triangles, circles and hexagons etc. as well as the importance of 'organic' shape within art such as from living things or of more free form.</i>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
Print simple pictures and explore the different faces of shapes. Experiment with modelling to create a new form or shape using a range of materials and pre-existing forms.	Explore shape through creating simple prints and pictures. Produce a printed image with different objects and shapes. Create own forms and shapes using objects as molds. Begin to acquire a knowledge of space and scale, becoming aware of size.	Use a material that is easy to manipulate- such as clay, to develop knowledge of shape and learn how to form specific shapes. Explore the use of molds and various clay techniques such as cutting and slab building. Begin to explore how different materials can influence shape and form.	Begin to explore natural and organic forms using mixed media to create 3D sculptures e.g., using dowel or other materials to attach textiles to. Explore the use of materials, such as clay, to begin to create shape and form relating to naturally occurring objects. See positive and negative shapes. Use knowledge of form and shape, to begin to design a form or shape and relate it to a particular space.

Line			
<i>Line is defined as the path created when an object moves from one point to another. There are many different types of lines, all characterized by the length and width of lines. Lines can be static or dynamic depending on how the artist chooses to use them to determine the motion, direction and energy within a piece of artwork.</i>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
Make choices in which drawing tools to use. Begin to develop fine motor skills to make marks on the page, as well as in other forms in EYFS e.g., foam, sand, water, rice trays. Use lines to enclose shapes and stencils to create pictures. Begin to make observational drawings using different qualities of line.	Use various drawing tools to create a variety of marks, lines and symbols. Experiment with drawing tools and different surfaces. Discuss the use of light, dark, straight and curved lines. Explore line by printing in relief: string and card. Use equipment and media correctly and be able to produce a clean printed image. By studying trees/plants, explore the concept of the linear form within nature and use different materials to replicate these forms.	Vary mark making by using lines, dots, dashes, and a variety of weights of line. Explore positive and negative shapes. Experiment using various drawing tools and use wax resist to make marks and lines on the page and overlap with paint. Use a variety of lines that may be horizontal, vertical or diagonal, straight, curved or free form. They can be thick or thin, light or dark, dashed, dotted, rough, smooth or zig-zagged.	Observe the effect of light on objects and people from different directions. Produce increasingly accurate drawings of people. Explore the concept of perspective. Use a variety of lines where jagged lines might suggest chaos and smooth, fluid lines might evoke serenity. Focus on accurately reflecting objects in a still life composition. Increase the use of round and organic lines when depicting nature. Analyse types of lines used in various works of art to help understand that the way we draw a line can convey different expressive qualities, and that these lines can convey movement and mood. Develop an

			understanding of the linier being linked to shape by constructing using materials such as wire, Modroc and clay.
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<b>Texture</b>			
<i>This can be actual texture in art forms such as collage and sculpture or implied texture through the use of line and colour.</i>			
<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of LKS2</b>	<b>End of UKS2</b>
Explore a range of materials such as pasta, shells, rice, tissue, paper, string, fabric and begin to respond to different textures. Choose materials with different textures, colours and shapes to collage. Explore texture through the use of clay and dough (salt dough/ play dough).	Explore texture and pattern by making rubbings for collage using a wide range of textured objects. Use a variety of drawing tools to create different marks and lines to explore different textures. Try out a range of materials & recognise they have different qualities. Explore painting on different surfaces, such as, fabric and using different scales.	Further manipulate materials when exploring them e.g., through ripping or scrunching to create more textural effects. Explore the properties of different materials and how they can be instrumental in creating different textures. Explore texture and pattern further through the choice of different surface materials when incorporating them into sculptural work.	Interpret the texture of a surface using a variety of media. Decorate using a variety of techniques, including drawing, painting and printing. Use a range of media to create different textures. Explore the possibilities of manipulating cards and papers to produce 3D sculptural textures. Combine techniques of texture to create specific effects for the purpose of sculpture.

<b>Pattern</b>			
<i>A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.</i>			
<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of LKS2</b>	<b>End of UKS2</b>
Explore pattern through the use of clay and dough. Create simple pictures and patterns by printing with a variety of objects. Imprint into dough or clay.	Create repeating patterns. Demonstrate an awareness of and discuss different patterns. Create patterns with symmetry and experiment with regular and irregular patterning. Discuss natural and manmade patterns, and the difference between regular and irregular patterns. Print using impressed images and begin to understand the notion of positive and negative. Continue to explore printing simple pictures with a range of hard and soft materials. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.	Explore, discover and invent ways for 2D to transform into 3D sculpture by replicating patterns. Explore the properties of different materials and how they can be instrumental in creating different patterns. Use a range of tools including acrylic paints, water colours, several different sized brushes, a sponge or a toothbrush to create different patterns and texture. Produce a variety of patterns from observations and imagination.	Continue to explore pattern using various media, and practice producing patterns and textures from observations and imagination. Combine techniques of texture and pattern to create specific effects for the purpose of a sculpture.

**ART CONCEPTS COVERAGE 2022 - 2023**

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Colour</b>	Self-portrait, collage, painting, Aboriginal art, pastels,	Wax Resist Autumn Leaves & Squiggle & Autumn Floor Drawing; Drawing spirals; Drawing feathers & Making Sculptural Birds; Plasticine Print Making and Making Magic Spells.	Colour wheel & Minibeast Artwork	Typography; A Cheerful Orchestra; Fruit Inspired Clay Tiles & Drawing and Making Flowers.	Dragons & Birds in Eggs/Creating a beast; Drawing with Scissors/ Screen Printing Inspired by Matisse; Mark making & Birds in the trees.	Sketchbook Exploration & Supersize Jewellery; Inspired by Miro – Collage, Automatic Drawing, & Sculpture; Making a Festival Feast/Communal Picnic Drawing;	Drawing and Exploring Portraits Portrait Drawing in a Cubist Style; Graphic Inky Still life; Sculptural wave bowls; Exploring set design; Take a Seats – deckchairs.
<b>Form</b>	Construction, collage, Self-portraits, clay, Aboriginal art, 3D models, salt dough,	Drawing feathers/Making Sculptural Birds; Plasticine Print Making.	In the style of the Surrealists; Making money; Animal Parade & Making Masks; Houses from Around the World & Being an architect	Sculptural Characters Inspired by Roald Dahl and Quentin Blake; Making drawings move & Making Articulated Beasts; Typography; A Cheerful Orchestra; 3D Visual Maps; Fruit Inspired Clay Tiles & Drawing; Making Flowers;	Clay Figurative Sketches & Making a Pocket Gallery; Dragons & Birds in Eggs/Creating a beast; Drawing with Scissors & Screen Printing Inspired by Matisse; Drawing and building nests; Mark making & Birds in the trees.	Sketchbook Exploration & Supersize Jewellery; Inspired by Miro – Collage, Automatic Drawing & Sculpture; Flat Yet Sculptural? Drawing, Collage, Construction; Making a Festival Feast/Communal Picnic; Drawing and sculptures Inspired by Anglo Saxon Architecture; How does the Sculpture Balance?	Drawing and Exploring Portraits Portrait Drawing in a Cubist Style; Graphic Inky Still life; Sculptural wave bowls; Shadow Puppets and Whiteboards; Exploring set design; Take a Seat Seats – deckchairs.
<b>Line</b>	Construction, Self-portraits, painting, Aboriginal art, pastels,	Discovering charcoal & Drawing like a caveman; Making magic spells.	Making money; Animal Parade & Making Masks; Printmaking.	Sculptural Characters Inspired by Roald Dahl and Quentin Blake; Making drawings move & Making Articulated Beasts; Typography; A Cheerful Orchestra; 3D Visual Maps; Fruit Inspired Clay Tiles & Drawing and Making Flowers;	Illustrating the Jabberwocky; Dragons & Birds in Eggs & Creating a beast; Drawing with Scissors & Screen Printing Inspired by Matisse; Drawing and building nests; Mark making & Birds in the trees.	Sketchbook Exploration & Supersize Jewellery; Inspired by Miro – Collage, Automatic Drawing, & Sculpture; Flat Yet Sculptural? Drawing, Collage, Construction; Making a Festival Feast & Communal Picnic Drawing; Drawing and sculptures Inspired by Anglo Saxon Architecture;	Drawing and Exploring Portraits Portrait Drawing in a Cubist Style; Graphic Inky Still life; Sculptural wave bowls; Shadow Puppets and Whiteboards; Exploring set design;

<b>Shape</b>	Construction, collage, Self-portraits, clay, Aboriginal art, 3D models, salt dough,	Wax Resist Autumn Leaves, Squiggle & Autumn Floor Drawing; Drawing feathers & Making Sculptural Birds; Plasticine Print Making.	Colour wheel & Minibeast Artwork; In the style of the Surrealists; Animal Parade & Making Masks; Houses from Around the World & Being an architect; Printmaking	Sculptural Characters Inspired by Roald Dahl and Quentin Blake; Making drawings move & Making Articulated Beasts; Typography; A Cheerful Orchestra; 3D Visual Maps; Fruit Inspired Clay Tiles & Drawing and Making Flowers	Clay Figurative Sketches & Making a Pocket Gallery; Dragons & Birds in Eggs & Creating a beast; Drawing with Scissors & Screen Printing Inspired by Matisse; Drawing and building nests;	Sketchbook Exploration & Supersize Jewellery; Inspired by Miro – Collage, Automatic Drawing, & Sculpture; Making a Festival Feast & Communal Picnic Drawing; Drawing and sculptures Inspired by Anglo Saxon Architecture; How does the Sculpture Balance?	Drawing and Exploring Portraits Portrait Drawing in a Cubist Style; Sculptural wave bowls; Shadow Puppets and Whiteboards; Exploring set design; Seats - deckchairs .
<b>Texture</b>	Collage, painting, pastels,	Wax Resist Autumn Leaves & Autumn Floor drawing; Drawing feathers & Making Sculptural Birds	Printmaking	Sculptural Characters Inspired by Roald Dahl and Quentin Blake; Fruit Inspired Clay Tiles & Drawing and Making Flowers	Illustrating the Jabberwocky; Clay Figurative Sketches & Making a Pocket Gallery; Dragons & Birds in Eggs/Creating a beast; Drawing and building nests; Mark making & Birds in the trees.	Sketchbook Exploration & Supersize Jewellery; Flat Yet Sculptural? Drawing, Collage, Construction; Making a Festival Feast/Communal Picnic Drawing; Drawing and sculptures Inspired by Anglo Saxon Architecture;	Sculptural wave bowls; Shadow Puppets and Whiteboards; Exploring set design;
<b>Pattern</b>	Collage, clay, Aboriginal art, pastels,	Drawing spirals; Plasticine Print Making;	Printmaking	3D Visual Maps; Fruit Inspired Clay Tiles & Drawing and Making Flowers	Drawing with Scissors/ Screen Printing Inspired by Matisse; Drawing and building nests; Mark making & Birds in the trees.	Sketchbook Exploration & Supersize Jewellery; Flat Yet Sculptural?	Sculptural wave bowls; Take a Seat Seats – deckchairs.