



Art and Design Subject Leader File

Intent

At Culgaith, we believe art and design provides the children with the opportunities to develop and extend their skills and an opportunity to express their individual interests, thoughts and ideas. Art is promoted in school to be enjoyable and that everyone's opinions and interpretation of the different aspects are valued and important. Children have opportunities to learn about and develop their skills in various areas, including; collage, paint, 3D structure, printing and ICT.

Our curriculum map is structured through a sequence of units of work over two years, which link to our half term topics, which allows and ensures there are opportunities to experience and develop a structured progression of skills and knowledge that builds upon children's prior learning and experiences. Each year, children will learn about a variety of artists and the artist will underpin the style of art the children will study.

Recently, we completed a textiles project based on our oceans topic, using recycled materials, the children created individual, multimedia pieces of artwork. The children explored different designs, patterns, colours, themes and analysed the work of Alice Kettle. We linked with a local artist, Kay Leech, who shared her sketchbooks and skills. They developed their sketching, monoprinting and stitching skills.



Our Art exhibition



Textile pieces

Implementation

Our Art and Design curriculum has been designed following the National Curriculum for KS1 and KS2, and The Early Years Foundation Stage Framework. The Art and Design overview is bespoke to our school and our topics, so where possible, links have been made to the teaching of skills and learning about Artists, including those of our local area.

The progression of skills and vocabulary documents ensure all objectives are covered and the skills taught are progressive through the year groups. It means children are able to practise and develop mastery in the key processes of art and design: drawing, painting, printing, textiles and sculpture and create individualised pieces of artwork linked with the overarching topic. To ensure the correct level of challenge and accessibility for all children, teachers will use both documents to ensure lessons are correctly pitched.

Impact

The impact of our plans is that children at Culgaith School will develop a love of art, design and craft.

Children will embrace their sketchbooks and use them for recording their ideas, their thinking, their evaluations, their experimentation, as well as their individuality. Children feel confident about making mistakes and these should be valued as part of the working process. Feedback is given verbally, rather than written, the sketchbooks are respected as a child's personal thinking space, however, the progression of art skills should be clear to see, as well as clearly highlighting the long term plan we are following.

Children will be confident in analysing their work and giving their opinion on their own and other works of art. Teachers will ensure the end goal is clear and appropriate steps are put in place to ensure these can be reached. All children will be able to speak confidently about their art and design work and their skills. Planning will demonstrate a progression of objectives when revisiting and reinforcing existing learning, knowledge and skills as well as providing continual challenge when appropriate.

Through our creative planning, sequencing, knowledge organisers, focused artists and celebration of each individual's creativity, we hope to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Class 1 Overview

D.T ART	A 2023/2024	B 2024/2025	C 2021/2022	D 2022/2023
Autumn Nursery	All about me Toys in the past/ toys from around the world Collage • Explore different materials freely, 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. (3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Construction and mechanism – design and make a toy • Explore different materials freely, 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. (3-4)	Polar Explorers extreme environments Collage • Explore different materials freely, 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. (3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Textiles • Explore different materials freely, 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. (3-4)	Transport - journey around the world Sculpture / painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Construction and Mechanism – vehicles • Explore different materials freely, 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. (3-4)	Ourselves/ Local Study Drawing – portraits - pencil • 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. (3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Food and Nutrition • Make healthy choices about food and drink. (PSED) (3-4)
Spring Nursery	Famous People / Famous explorers Drawing / printing – portraits / pop art – ICT software / chalk / pastels • 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.(3-4)	The Great Fire of London / London Drawing / printing • 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. (3-4) • Use a comfortable grip with good control when holding pens	People who help us (Florence Nightingale) Traditional Tales Collage / printing • Explore different materials freely, 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. (3-4)	Space Around the world Painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4)

	• Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Textiles – making puppets of famous people • Explore different materials freely, 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. (3-4)	and pencils. • Show a preference for a dominant hand. (PD) Construction Explore different materials freely, 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. (3-4)	• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Food and Nutrition – What is a healthy diet? Linked to meals from traditional tales. • Make healthy choices about food and drink. (PSED) (3-4)	Construction • Explore different materials freely, 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. (3-4)
Summer Nursery	Great Britain Kings, Queens and Castles Sculpture / painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4) Food and Nutrition – What is a healthy diet? • Make healthy choices about food and drink. (PSED) (3-4)	Dinosaurs - continents and oceans Sculpture / painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4) Food and Nutrition – Where does food come from? • Make healthy choices about food and drink. (PSED) (3-4)	Farming Victorians Drawing – ICT software/ charcoal/inks • 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. (3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Textiles and Construction – Victorian Toys Eg peg dolls • Explore different materials freely, 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. (3-4)	Seaside Collage • Explore different materials freely, 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. (3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Textiles – weaving / patterns • Explore different materials freely, 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. (3-4)

Class 2 Overview

Class 2 History Geography Art and Design	Year A 2024/2025	Year B 2025/2026	Year C 2026/2027
Autumn 1	How did we learn to fly? Structures - kites - The Wright Brothers	How was school different in the past? How have children's lives changed? Digital art linked with drawing - portraits - Frida Kahlo	Greeks Sculpture / architecture Monir Shahroudy Farmamfarmaian - mirror mosaic
Autumn 2	Who lives in Antarctica? Mixed media collage - Zaria Forman Painting and oil pastels	Why is our world wonderful? Construction - mechanical system - bird feeder	Where does our food come from? Fairtrade Food and Nutrition
Spring 1	Romans - why did the Romans settle in Britain? Mechanical system catapults or chariot Understand basic food groups and prepare simple healthy snacks - to be completed in science	What is a Monarch? Textiles- creating a royal cushion	Border Reivers Construction - mechanical systems - water wheels?
Spring 2	Are all settlements the same? Drawing - sketching - Claude Monet / Laura Carlin - The Promise. Local artist - William cooper	Hot and Cold places Sculpture - hook - ice sculpture	What are rivers and why are they used? Drawing / painting
Summer 1	Egyptians and Fairtrade Textiles - Egyptian Jewellery	Stone Age Iron Age Printing - cave art - using natural materials to make images	Were the vikings raiders, traders or something else? Design fit for purpose - textiles - dye tie or Batik & wax
Summer 2	Why are rainforests important? Painting - Flora and Fauna - access art	Volcanoes and Earthquakes Food and Nutrition Understand seasonal ingredients Prepare simple savoury dishes safely	What is it like to live by the coast? Drawing

Class 3 Overview

Class 3 History Geography Art and Design	Year A 2024/2025	Year B 2025/2026
Autumn 1	World War 2 Drawing, colour and printing - Wartime wallpaper 1940s design - geometric patterns and include a designed symbol of peace and hope. - William Morris	Wainwright (MT - Remembrance) Digital media - landscapes
Autumn 2	Where does our energy come from? Electrical Structure - Steady hand game -Ralph Baer apply their understanding of computing to program, monitor and control their products	Mountains and independent fieldwork enquiry Electrical Structure- link to mountain rescue - creating a torch
Spring 1	Tudors Tudor Rose - shape, colour and collage - Henri Matisse	Normans Mechanism - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; - Norman castle drawbridge (miniature)
Spring 2	Greenwich meridian / time zones Textiles - create a world map using applique and embroidery - Sue Stone - designing and making a functional textile product	Why do oceans matter? Water cycle Printing - mono printing
Summer 1	Victorians / Census Local History Food and Nutrition Understand where food comes from (farm to fork) Prepare and cook a range of healthy dishes	Africa - The Benin Food and Nutrition Plan and prepare balanced meals - adapt recipes
Summer 2	Why does the population change? L S Lowry - painting, drawing and sketchbooks	Would you like to live in the desert? Sculpture -3D - architecture

National Curriculum

EYFS: Expressive Arts and Designs

Imagination and Creativity:

- Imagination and creativity are children's unique response to what they see, hear and experience around them
- Children have a natural curiosity to explore experiences. Non-verbal and verbal creative expression must be valued and noticed.
- Repetition allows children to explore and make sense of their experiences and to respond in their own unique way.

Self Expression:

- Exploring materials helps children to express themselves and communicate their thoughts, actions and ideas in many different ways.
- A good range of quality materials will help children develop their creativity.
- You can use found materials as well as more traditional bought art materials.
- Children's interaction and exploration with materials supports their wider knowledge and understanding of the world around them.
- When you speak to the child about what they're doing, use rich descriptive language.

Communicating through Art:

- Expression is the ability to communicate through arts.
- Artistic expression communicates something about children's 'self', their preferences, interests, feelings, own experiences and choices.
- Provide art materials as early as possible. All children can communicate meaning through their responses to materials and experiences. This includes those without language, with English as an additional language or special educational needs (SEND).
- How you respond to children's expression will affect their willingness to continue to develop that expression.
- The expressive arts support children's wellbeing and has the potential for very young children to be highly involved for long periods of time.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

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

Pupils should be taught:

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

Progression of skills in Art and Design for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	– Begin to use a variety of drawing tools – Use drawings to tell a story - Investigate different lines – Explore different textures - Encourage accurate drawings of people	– Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns – observe anatomy (faces, limbs)	– experiment with tools and surfaces – draw a way of recording experiences and feelings – discuss use of shadows, use of light and dark – Sketch to make quick records	– Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces	– Identify and draw the effect of light – scale and proportion – accurate drawings of whole people including proportion and placement – Work on a variety of scales – computer generated drawings	– effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective	– effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	– Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper	– name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools	– Begin to describe colours by objects – Make as many tones of one colour as possible (using white) – Darken colours without using black – using colour on a large scale	– colour mixing – Make colour wheels – Introduce different types of brushes – techniques- apply colour using dotting, scratching, splashing	– - colour mixing and matching; tint, tone, shade – - observe colours – - suitable equipment for the task – - colour to reflect mood	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – –	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour to express feelings	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	– Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving	– weaving – collage – Sort according to specific qualities – how textiles create things	– overlapping and overlaying to create effects – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches – collage	– Use smaller eyed needles and finer threads – weaving – Tie dying, batik –	– Use a wider variety of stitches – observation and design of textural art – experimenting with creating mood, feeling, movement- – compare different fabrics	– use stories, music, poems as stimuli – Select and use materials – embellish work – fabric making – artists using textiles	– Develops experience in embellishing – Applies knowledge of different techniques to express feelings – Work collaboratively on a larger scale	Linda Caverley, Molly Williams, William Morris, Gustav Klimt

Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	– Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model	– Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins	– Awareness of natural and man-made forms – Expression of personal experiences and ideas – to shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form – work and that of other sculptors	– Shape, form, model and construct (malleable and rigid materials) – Plan and develop – understanding of different adhesives and methods of construction – aesthetics	– Plan and develop – Experience surface patterns / textures – Discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction	– plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors	– plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	– Rubbings – Print with variety of objects – Print with block colours	– Create patterns – Develop impressed images – Relief printing	– Print with a growing range of objects – Identify the different forms printing takes	– relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints	– Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print	– combining prints – design prints – make connections – discuss and evaluate own work and that of others	– Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artists	Picasso, Dan Mather, Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	– repeating patterns – irregular painting patterns – Simple symmetry	– Awareness and discussion of patterns – repeating patterns – symmetry	– Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular	– pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry	– Explore environmental and manmade patterns – tessellation	– Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	– Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	Joan Miro, Bridget Riley, Escher, Paul Klee,

Year Progression in Art Vocabulary from EYFS to Year 6.

EYFS: Colour, marks, lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard, wet, dry, flaky, fixed, mix, cut, sweep.

Year 1:

Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.

Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.

Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.

Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.

Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal, texture, construct

Year 2:

Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.

Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.

Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.

Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.

Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture

Year 3 and 4:

Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.

Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon

Printing: Imprint, Impression, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.

Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.

Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Wood, Stone, Metal, Texture, Proportion, Symbolic

Year 5 and 6:

Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.

Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.

Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture, Repetition

Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relie

Curriculum Map

<u>Class 1 - EYFS and Year 1</u>	<u>All About Me Drawing</u>	<u>China Painting And collage</u>	<u>Dinosaurs Sculpture</u>	<u>Pirates Printing and Form</u>	<u>Minibeasts Drawing</u>	<u>Traditional Stories Painting</u>
Drawing - Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns – observe anatomy (faces, limbs)	/				/	
Colour - Name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools		/		/	/	/
Texture / Collage - weaving – collage – Sort according to specific qualities – how textiles create things		/				
Form / sculpture - Construct – Use materials to make known objects for a purpose – Pinch and roll coils and slabs using a modelling media. – Make simple joins			/	/		
Printing / painting - Create patterns – Develop impressed images – Relief printing		/		/		/
Pattern Awareness and discussion of patterns – repeating patterns – symmetry		/			/	

<u>Class 2 - Year 2,3 and 4</u>	<u>Antarctica</u>	<u>Settlements</u>	<u>Rainforests</u>	<u>Schools</u>	<u>Hot and Cold Places</u>	<u>Volcanoes and Earthquakes</u>	<u>Greeks</u>	<u>Rivers</u>	<u>Coasts</u>
To create sketch books to record their observations and use them to review and revisit their ideas	/	/	/	/	/	/	/	/	/
To improve their mastery of drawing		/		/					/
To improve their mastery of painting and printing			/		/			/	
To improve their mastery of sculpture with a range of materials						/	/		
To learn about great artists, architects and designers in history	/	/	/	/	/	/	/	/	/
To improve their mastery of collage	/								/

<u>Class 3 - Year 5 and 6</u>	<u>WW2 Drawing</u>	<u>Tudor Textiles and Collage</u>	<u>Population Sketching and Painting</u>	<u>Wainwright Drawing / ICT</u>	<u>Oceans Printing</u>	<u>Desert Sculpture</u>
To create sketch books to record their observations and use them to review and revisit their ideas	/	/	/	/	/	/
To improve their mastery of drawing	/		/	/	/	
To improve their mastery of painting and printing			/		/	
To improve their mastery of sculpture with a range of materials						/
To learn about great artists, architects and designers in history	/	/	/	/	/	/
To improve their mastery of collage		/				

