

## Our curriculum



At Springfield we want our children to love learning. We want them to come to school every day excited about learning new things, confident to try new experiences and enthusiastic about new challenges. We want each child to experience success and to leave us at the end of primary school as caring, thoughtful citizens who are ambitious for themselves and fully prepared for secondary school. We want their experience of primary school to be a happy one, where great memories are created, where children are immersed in experiences that take them outside their classroom, where we ignite their curiosity and encourage their imagination.

We intend to achieve the above, through a well-planned, ambitious curriculum which is bespoke to our school. We serve a diverse and vibrant community who speak many languages and come from many different parts of the world. A significant number of our children have two places they call home. Many have travelled from abroad to settle in the local area but still return regularly to spend time with family. Both their home here and abroad are equally important to them. Our curriculum has been designed to both celebrate this duality and learn from our diversity and to broaden our children's horizons further.

Our curriculum provides opportunities for our children to celebrate their local area and to understand its geography and history. It takes them beyond their immediate local context as they learn about the city of London and the wider study of the UK, and further afield, as they learn about what it means to be a global citizen. Our study of the history, geography, music and artwork of countries around the world is intended to help our children see that which lies outside of their personal experiences.

We have placed the development of language at the heart of our curriculum. We value the many languages spoken by both our children, staff and parents. As a school with a large proportion of children who speak English as an additional language, our curriculum is designed to ensure that our children develop into confident speakers, readers and writers, that they read widely and develop a real love for books that they take with them into adulthood. There is a strong emphasis on teaching the basic skills of reading, writing and maths to the highest standard so that our children can achieve their full potential.

We believe that our children should grow up to be caring citizens who are thoughtful and respectful, not just of each other but also of the world around them. We want our children to learn about the fragility of our planet and the role they play in protecting it. This 'intent' is woven through our Footprints curriculum and embedded in the topics the children learn about. We ensure that our children have opportunities to learn outdoors, to respect their environment and to understand that we all leave a 'print' or mark on the world.

Our curriculum has been developed by staff after careful analysis and reflection of the needs of our children at Springfield. We have thought carefully about the places in the world we want our children to learn about, the events that will capture their imagination and the important knowledge, skills and understanding we want them to have by the time they leave us.

## Art at Springfield

### Our vision

At Springfield, we value the creative curriculum. We believe art can have a powerful and positive effect on children, helping them to become confident, creative learners who are able to express their individual interests, thought and ideas. We believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We encourage children to learn from and be inspired by the work of great artists from different cultures and understand the contribution art has made to society, both past and present. As pupils progress, we support them to be able to think critically and develop a more rigorous understanding of art and design.

Through art work in the classroom, the children at Springfield have the opportunity to develop their skills in drawing, textiles, sculpture, painting, print making and collage. These areas are developed continuously throughout the school from foundation stage through to year six and the children have the opportunity to revisit skills from previous years before learning new ones. Developing skills in drawing is given a high status and children are encouraged to draw not only in art lessons, but across the curriculum. We encourage children to express individuality in their work and to keep their own personalised sketch books where they can explore ideas, be inventive and take risks. When children leave Springfield, we expect them to have a wide range of well-developed art skills in the six areas of our curriculum that they can then build on and develop further as they continue in their education.

### How we plan for and teach art

At Springfield, art is taught every other half term with key skills alternating in each year group. Teachers plan sequences of lessons across the half term that will build on and develop the children's skills culminating in a final piece.

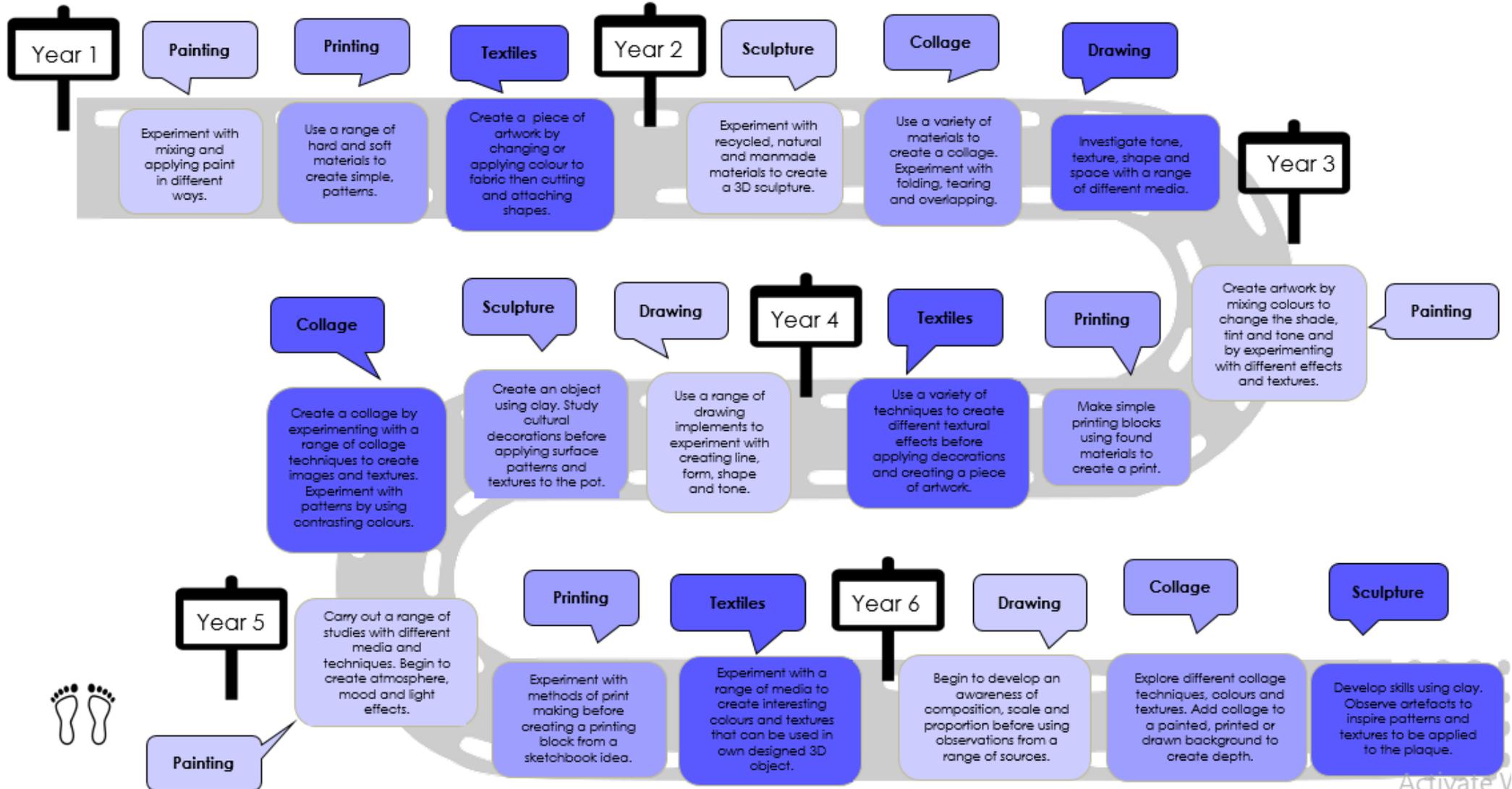
The skills and knowledge that children will develop throughout each art topic are mapped across each year group and across the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with the children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, collage and sculpture.

Whole-school project work ensures that art is given high status in the curriculum and the school takes part in the annual 'Federation Art Exhibition' which enables further focus on children's artistic skills and knowledge in collaboration with the other schools within the Federation. Trips to art galleries and exhibitions are carried out to enhance the children's learning experiences and deepen their understanding and knowledge and teachers are able to draw on the expertise of our visiting art teacher to ensure units are well planned as well as the 'Access Art' website to develop their subject knowledge.

### How we evaluate learning in art

The impact of our art curriculum can clearly be seen in the children's sketchbooks which pass on with them to the following year group. At the beginning of each unit, a detailed overview outlines the main learning objective alongside the skills that the children will build on and those which will follow. The opportunity to evaluate and reflect on the learning is planned for towards the end of the unit to enable the children to see how their learning is progressing and where they need to take it next. On completion of the unit of work, key assessment targets are identified and the children are able to self-assess against them. Class teachers then use the children's research and preparatory work, along with the final piece in order to make a judgement as to whether each child is working towards, at or above the expected level.

## Journey through our Art Curriculum



# Year 1: Art Curriculum Map

## Planning and Evaluating

### Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

### Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

| Unit  | Painting  | Printing   | Textiles   |
|---|---|--|--|
| <b>Overview</b>                                 | In this unit, children will begin to develop their painting skills. They will explore the work of famous artists, thinking about what they liked or disliked about their work. They will experiment with colour and painting techniques before choosing a preferred technique to use. Once their painting is completed, they will evaluate how successful they have been and think about what they would do differently next time.  | In this unit, children will begin to develop their printing skills. They will experiment with different textures and making different marks before creating their own simple repeating prints. They will begin to recognise patterns in the environment and use their observations I their designs. They will explore the work of famous artists, thinking about what they liked or disliked about their work and once completed, will evaluate how successful they have been.   | In this unit, the children will begin to develop their sewing skills to create a picture related to their learning. They will experiment with different methods of colouring fabric using natural dyes before cutting and shaping the fabric to create a picture. The work of famous textile artists will be investigated and the children will discuss what they like or dislike about their work.  |
| <b>Key Skills</b>                               | <ul style="list-style-type: none"> <li>• Identify primary colours by name and be able to mix them.</li> <li>• Work from: objects, people, places, memory and the imagination.</li> <li>• Applying paint in different ways using brushes, fingers, sticks, combs, rollers, knives, etc.</li> <li>• Create textured paint by adding sand, plaster.</li> <li>• Use a variety of tools and techniques including different brush sizes and types.</li> <li>• Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> </ul> | <ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials</li> <li>• Make simple marks on rollers and printing palettes.</li> <li>• Take simple prints – mono printing.</li> <li>• Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</li> <li>• Use one or two colours.</li> <li>• Build repeating patterns and recognise pattern in the environment.</li> <li>• Create simple printing blocks with press print.</li> <li>• Design more repetitive patterns.</li> <li>• Make rubbings to collect textures and patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply colour with printing.</li> <li>• Change and modify threads and fabrics by knotting, fraying, fringing, twisting and plaiting.</li> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>• Cut and shape fabric using scissors/snips.</li> <li>• Apply shapes with glue or by stitching.</li> <li>• Discuss textiles-colour/texture.</li> <li>• Change fabric using dye, bleach or fabric paints.</li> <li>• Create and use dyes e.g. tea/coffee</li> <li>• Create fabrics by weaving materials i.e. grass, twigs</li> </ul> |
| <b>Possible Outcomes &amp; curriculum links</b> | Self – portrait<br>A painting in the style of an artist<br>Observational paintings  | Animal inspired wrapping paper<br>Fabric design<br>Printed book bag  | Fabric mobile<br>Wall hanging  |
| <b>Possible Artists</b>                         | Frida Kahlo<br>Vincent Van Gogh<br>Pablo Picasso<br>Paul Cezanne  | M.C. Escher<br>Andy Warhol<br>Gustav Klimt   | Jackie Gale<br>Linda Steele (textile artist)   |

# Year 2: Art Curriculum Map

## Planning and Evaluating

### Generating Ideas

- Make and record first hand observations
- Develop ideas by trying things out and making changes
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

### Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

| Unit  | Sculpture  | Collage   | Drawing  |
|---|--|---|--|
| <b>Overview</b>                                 | In this unit, children will begin to develop their skills in sculpture. They will explore the work of famous artists and be able to explain what they like and dislike about their work. They will experiment with a range of different materials and resources to explore their suitability before constructing a 3D sculpture.   | In this unit, the children will begin to develop their collage skills. They will collect, sort and then investigate the properties of a range of materials and how they can be used to in different ways to create a collage inspired by their learning. They will look at the work of famous artists from different times and cultures to find similarities and differences to their learning.   | In this unit, the children will begin to develop their skills in drawing. They will explore the work and techniques of famous artists and be able to explain what they like and dislike about their work. They will experiment with different drawing media, different textures, creating different tones and drawing on different surfaces to create a final piece.   |
| <b>Key Skills</b>                               | <ul style="list-style-type: none"> <li>• Manipulate malleable materials for a purpose, e.g. Pot or tile</li> <li>• Explore sculpture with a range of malleable media.</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials e.g. straw constructions, junk modelling.</li> <li>• Use simple 2-D shapes to create a 3-D form.</li> <li>• Create clay tiles using impressions and textures, imprinting and building up the surface.</li> <li>• Create a coil pot, pinch pot.</li> <li>• Create wire sculptures.</li> </ul> | <ul style="list-style-type: none"> <li>• Using a variety of materials to make free collage e.g. Natural and man-made textiles.</li> <li>• Collect, sort, name match colours appropriate for an image.</li> <li>• Create and arrange shapes appropriately.</li> <li>• Create, select and use textured paper for an image.</li> <li>• Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Fold, crumple, tear and overlap.</li> <li>• Work on different scales.</li> <li>• Discuss pattern and rotation.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of media to draw visual elements - line, shape, tone and space.</li> <li>• Investigate textures by describing, naming, rubbing, copying.</li> <li>• Complete observational drawings, drawing from memory and from imagination.</li> <li>• Draw on different surfaces with a range of differently textured and sized media.</li> <li>• Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc.</li> <li>• Draw in response to poetry or music.</li> <li>• Using different sorts of pencils, chalk/charcoal, crayons, etc.</li> </ul> |
| <b>Possible Outcomes &amp; curriculum links</b> | Sculpture inspired by topic<br>Sculpture made from recycled materials  | Topic inspired collage<br>Collages in the style of studied artist<br>Ocean inspired collage   | Portrait of a monarch<br>Observational drawings of monarchs<br>Still life drawings   |
| <b>Possible Artists</b>                         | Henry Moore<br>Barbara Hepworth<br>Jill Townsley<br>Eva Rothschild   | Lauren Child<br>Eric Carle  | Andy Warhol<br>Leonardo da Vinci<br>Paul Klee  |

# Year 3: Art Curriculum Map

## Planning and Evaluating

### Generating Ideas

- Make and record first hand observations, experiences and from your imagination
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Question and make thoughtful observations about starting points and select ideas to use in your work

### Evaluating

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them
- Adapt your work according to your views and describe how you might develop it further
- Annotate work in sketchbook

| Unit  | Painting   | Printing  | Textiles  |
|---|--|---|---|
| <b>Overview</b>                                 | In this unit, the children will continue to build on and further develop their painting skills. They will explore the work of different artists, thinking about what they like or dislike about their work. They will experiment further with colours, changing the shade, tone and tint. They will investigate paintings from ancient times and use a range of painting techniques to create their own paintings using different paint effects and textures.  | In this unit, the children will continue to develop their printing skills using their topic learning as inspiration. They will create their own printing block that will then be used to create a print using one or two different colours. Once your print is complete, the children will evaluate how successful they have been and think about what they would do differently next time. | In this unit, the children will continue to develop their textile skills. They will experiment with a range of different techniques to colour and decorate their fabric before creating a piece of art inspired by their topic learning. They will explore the work of different textile artists, observing how they use decoration to enhance a design and how the technique could be used in their own work.  |
| <b>Key Skills</b>                               | <ul style="list-style-type: none"> <li>• Mix colours and know which primary colours make secondary colours.</li> <li>• Use more specific colour language.</li> <li>• Add black/white paint to change shades, tints and tones.</li> <li>• Use colour to create mood.</li> <li>• Name different types of paint and their properties.</li> <li>• Paint in style of an artist.</li> <li>• Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Work on a range of scales e.g. thin brush on small picture etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Make own printing block using string, texture, card, masking tape.</li> <li>• Polystyrene mono-prints.</li> <li>• Print with two colour overlays.</li> <li>• Create repeating patterns.</li> <li>• Experiment with overprinting motifs and colour.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Experiment with paste resist techniques.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Discuss and look at patchwork.</li> <li>• Make a patchwork quilt.</li> <li>• Learning embroidery stitches.</li> <li>• Join ends of fabrics.</li> </ul> |
| <b>Possible Outcomes &amp; curriculum links</b> | Cave paintings<br>Animal painting based on topic learning  | Topic inspired prints<br>Repeating pattern print<br>Print in the style of artist studied<br>Printed book cover  | Class patchwork quilt<br>Wall hanging   |
| <b>Possible Artists</b>                         | Teyjah McAren  | Katsushika Hokusai<br>Mehera Shaw   | Kaffe Fassett<br>Nancy Crow<br>House of Hackney   |

# Year 4: Art Curriculum Map

## Planning and Evaluating

### Generating Ideas

- Select and record from first hand observations, experiences and imagination
- Know about and describe some of the key ideas and techniques of a variety of artists, crafts people and designers working in different times and culture
- Question and make thoughtful observations about starting points and select ideas to use in their work

### Evaluating

- Compare ideas, methods and approaches in their own and others' work and be able to say what they think about them
- Adapt work according to views and ideas
- Annotate work in sketchbook to improve understanding and to inform ideas

| Unit  | Drawing   | Sculpture   | Collage   |
|---|---|---|---|
| <b>Overview</b>                                 | In this unit, the children will continue to develop their skills in drawing. They will collect images of the work of famous artists and be able to explain what they like and dislike about it before using their sketchbooks to develop their ideas. They will continue to experiment with a range of drawing materials exploring ways of changing the tone, shade and finding out how to create different lines and forms.  | In this unit, the children will build on and continue to develop their skills in sculpture. They will begin to use clay to make models before experimenting with a range of different techniques to create surface patterns and decoration for their clay sculpture. They will think about a range of different materials that they could use and the different patterns and textures that they would create.   | In this unit, the children will continue to develop their skills in collage using inspiration from their topic learning. They will experiment with a range of collage techniques to create texture before designing and creating their final piece. They will explore the techniques and artwork of famous artists as inspiration.  |
| <b>Key Skills</b>                               | <ul style="list-style-type: none"> <li>• Use sketchbooks to collect images from different sources.</li> <li>• Make marks with a wider range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Experiment with different grades of pencil and other implements to create lines, forms, shapes and variations in tone.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> </ul> | <ul style="list-style-type: none"> <li>• Plan, design and make models from observations or imagination.</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>• Look at cultural decoration on pottery.</li> <li>• Create surface patterns and textures in a malleable material.</li> <li>• Explore 3D using range of materials.</li> <li>• Use papier-mâché to create a simple 3D object.</li> <li>• Using found objects to create work.</li> </ul> | <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information.</li> <li>• Paper quilling- make given design and choose colours.</li> <li>• Make own patterns using contrasting squares of colour.</li> <li>• Make black/white pictures- black paper, white paper cuts.</li> </ul> |
| <b>Possible Outcomes &amp; curriculum links</b> | Drawing of a local landscape<br>Observational drawings of surrounding area (using a view finder)<br>Drawing in the style of artist studied  | Clay tile decorated with topic related patterns/images<br>Small topic inspired pot<br>Clay Canopic jar  | Topic inspired collage<br>Collage in the style of artist studied  |
| <b>Possible Artists</b>                         | Claude Monet<br>David Hockney<br>J.M.W Turner<br>John Constable<br>Vincent van Gogh   | Clarice Cliff<br>Toshiko Takaezu<br>Joshia Wedgwood   | Henri Matisse<br>Derek Gores<br>Cecil Touchon   |

# Year 5: Art Curriculum Map

## Planning and Evaluating

### Generating Ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Engage in open ended research and exploration to help initiate own ideas
- Research and discuss the ideas and approaches of artists, craftspeople and designers working in different cultures and with different intents
- Question and make thoughtful observations about starting points and select ideas to use in their work

### Evaluating

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Regularly analyse and adapt their work according to their views and describe how they might develop it further
- Adapt their work according to their views and describe how they might develop it further
- Annotate work in sketchbook to improve understanding, inform ideas and plan for an outcome

| Unit              | Painting  | Printing  | Textiles  |
|-------------------|---|---|---|
| <b>Overview</b>   | In this unit, the children will continue to develop and build on their painting skills from Year 3. They will take inspiration from a wide range of sources as a starting point before carrying out investigative studies. They will then investigate colours, finding out about the different types and how to mix colours and media to convey mood, atmosphere and light effects. They will begin to understand and experiment with the design elements used by artists to show proportion, scale and composition in a painting.  | In this unit, the children will revisit and continue to develop their printing skills. They will find out about the work of Victorian artists, thinking about what they like or dislike about their work. Using the observational drawings they have made, they will investigate the different methods of printing before designing and creating a print, printing on a prepared surface or using overlays to create detail.  | In this unit, the children will continue to develop and add to their textiles skills. They will work from photographs and digital images to create a design before making a 3D structure. The children will experiment with different ways to create or decorate their own fabric as well as with pleating, sewing and tassels to decorate the finished artwork.  |
| <b>Key Skills</b> | <ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground &amp; background.</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>• Be able to identify primary secondary, complementary and contrasting colours.</li> <li>• Match and name colours in nature and man-made environment to create atmosphere and light effects.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Work with complementary colours.</li> <li>• Use colour to convey mood; warm/cold colours, dark/light, joy/sadness.</li> </ul> | <ul style="list-style-type: none"> <li>• Revisit ways of print making (relief or impressed method).</li> <li>• Experiment with screen and lino printing- positive/negative images.</li> <li>• Create printing blocks by simplifying an initial sketchbook idea.</li> <li>• Revisit previous print making skills.</li> <li>• Use relief or impressed methods of printing.</li> <li>• Create prints with three overlays.</li> <li>• Print on prepared surfaces.</li> <li>• Work into prints with a range of media e.g. pens, colour pens and paints.</li> <li>• Make collection of printed material.</li> </ul> | <ul style="list-style-type: none"> <li>• Revisit previous sewing techniques.</li> <li>• Develop own designs and make an object using previous skills.</li> <li>• Work from photographs.</li> <li>• Use fabrics to create 3D structures.</li> <li>• Use different grades of threads and needles.</li> <li>• Create own fabric by weaving.</li> <li>• Experiment with batik techniques.</li> <li>• Experiment with pleating, sewing, bows, tassels, etc.</li> <li>• Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul> |

|                                      |   |  |   |
|--------------------------------------|---|--|---|
| Possible Outcomes & curriculum links | Painting of a local landscape<br>Painting of the solar system<br>Painting in the style of an artist studied | Topic inspired prints<br>Wallpaper design<br>Wrapping paper design | 3D felt animal<br>3D landscape<br>3D mobile |
| Possible Artists                     | Wassily Kandinsky<br>Chelsey Bonestell  | William Morris<br>Sidney Mawson<br>Arthur Heygate Mackmurdo        | Jessica Dance<br>Lucy Sparrow               |

## Year 6: Art Curriculum Map

### Planning and Evaluating

#### Generating Ideas

- Select and record from first hand observations, experiences and imagination
- Independently develop a range of ideas which show curiosity, imagination and originality
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Know how to describe, interpret and explain some of the key ideas and techniques of a variety of artists, crafts people and designers working in different times and cultures

#### Evaluating

- Compare ideas, methods and approaches in their own and others' work and be able to say what they think about them
- Adapt work according to views and ideas and describe how they might develop it further
- Investigate, research and test ideas and plans in sketchbooks to improve understanding and to inform ideas

#### Unit

#### Drawing

#### Collage

#### Sculpture

#### Overview

In this unit, the children will continue to develop and build on their drawing skills. They will study images, photographs and the work of artists as a starting point before creating their artwork. They will experiment with colour mixing and blending to recreate the colours needed as well as experimenting with different ways of creating marks within their drawings. They will develop their awareness of design features before thinking about the composition and perspective of their drawing.

In this unit, the children will continue to develop their collage skills. They will explore different types of collage before taking inspiration from the work of artists to create their artwork. They will investigate different techniques and textures that can be used to create depth and dimension in their work and look at the effects of layering onto a pre-prepared background.

In this unit, the children will continue to develop their skills using clay to create a sculpture. They will carry out investigative work by observing artefacts, images and photographs to plan and design their sculpture before further developing their skills using and joining the clay. They will experiment with a range of different techniques to create intricate patterns and textures to express thoughts, feelings and ideas.

|   |  |   |  |
|---|--|---|--|
| <b>Key Skills</b>                               | <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and develop ideas.</li> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes within a drawing.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop close observation skills using a variety of view finders.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> </ul> | <ul style="list-style-type: none"> <li>• Use collage as a means of extending work from initial ideas.</li> <li>• Add collage to a painted, printed or drawn background.</li> <li>• Use a range of media to create collages.</li> <li>• Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>• Develop work to convey contrast.</li> <li>• Investigate rough/smooth, dark/light, plain/pattern.</li> <li>• Explore photomontage.</li> <li>• Explore veiling and layering to create depth.</li> </ul> | <ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Use recycled, natural and man-made materials to create sculptures inc. papier-mâché.</li> <li>• Use clay or sculpting medium to express thoughts, feelings and ideas.</li> <li>• Develop skills in using clay inc. slabs, coils, slips, pinching, joining etc.</li> <li>• Produce intricate patterns and textures in a malleable media.</li> <li>• Observe artefacts</li> </ul> |
| <b>Possible Outcomes &amp; curriculum links</b> | <p>Illustration to accompany literacy work<br/> Drawing in the style of artist studied<br/> Topic inspired drawing</p>   | <p>Collage depicting the Blitz<br/> Topic inspired collage<br/> Collage in the style of an artist studied</p>   | <p>Benin clay plague<br/> Topic inspired sculpture<br/> Clay tile</p>  |
| <b>Possible Artists</b>                         | <p>Paul Nash<br/> John Singer Sargent<br/> C.R.W. Nevinson<br/> Sidney Carline</p>   | <p>Pablo Picasso<br/> Georges Braque<br/> Kurt Switters<br/> Richard Hamilton</p>   | <p>Chris Gryder<br/> K. G. Subramanyan</p>   |