

PROGRESSION IN ART AND DESIGN AT SAINT JOHN'S



Aims

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Reception

Creating with materials ELG:

Children will safely use and explore a variety of materials, tools and techniques. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They experiment with colour, pattern, texture, line, shape, form and space. They will learn about the work of artists, craft - makers and designers and make links to their own work.

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 sketchbooks 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
- about great artists, architects and designers in history

DEVELOPING AND EVALUATING IDEAS

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas	Talk about their own ideas and explore different ways to record them	Explore their own ideas using a range of media	Begin to generate ideas from a stimulus, exploring different media and techniques	Generate ideas from a range of stimuli Carry out simple research and evaluation as part of the making process	Generate ideas from a range of stimuli Use research and evaluation techniques to develop their ideas and plan more purposefully for an outcome	Develop ideas more independently from their own research Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome	Draw upon their own experience of creative work and their research to develop their ideas towards an outcome
Sketchbooks		Use sketchbooks to explore ideas in an open-ended way	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks
Knowledge of artists	Learn about the work of artists, craft-makers and designers and make links with their own work.	Describe similarities and differences between practices in art and design, e.g. between painting and sculpture, and link these to their own work	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, begin able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines Describe how the cultural and historical context may have influenced their creative work
Evaluating and analysing	Begin to discuss their likes/dislikes about their art	Describe and compare features of their own and other's artwork	Explain their ideas and opinions about their own and other's artwork Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's artwork Use sketchbooks as part of the problem-solving process and make changes to improve their work	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

MAKING SKILLS – drawing, painting and mixed media

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes</p>	<p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
Painting and mixed media	<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p>	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint.</p> <p>Investigate colour mixing.</p> <p>Play with combinations of materials to create simple collage effects.</p> <p>Select materials based on their properties, eg shiny, soft.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>Experiment with overlapping and layering materials to create interesting effects.</p>	<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping.</p> <p>In sketchbooks, use collage as a means of collecting ideas.</p>	<p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus.</p> <p>Work collaboratively on a larger scale.</p>

MAKING SKILLS – sculpture, 3D art, craft and design



SAINT JOHN'S

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture and 3D	<p>Explore different techniques for joining materials</p> <p>Use recyclable material to create 3D art</p> <p>Use sand and salt dough to create sculptures</p> <p>Explore using clay to create pots</p>	<p>Use their hands to manipulate a range of modelling materials, including paper and card.</p> <p>Explore how to join and fix materials in place.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p>	<p>Able to plan and think through the making process to create 3D forms.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> <p>Explore how shapes can be used to create abstract artworks in 3D.</p>	<p>Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p>	<p>Investigate how scale, display location and interactive elements impact 3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently</p>	<p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>
Craft and design	<p>Use different textures and materials to create art</p> <p>Develop cutting skills</p>	<p>Able to select materials, colours and textures to suit ideas and purposes.</p> <p>Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration.</p> <p>Apply knowledge of a new craft technique to make fibre art.</p>	<p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>	<p>Learn a new making technique (paper making) and apply it as part of their own project.</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way.</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used.</p>	<p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p>Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.</p>	<p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>



FORMAL ELEMENTS - pattern, texture, tone, colour, form, shape and line

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pattern	Recognise patterns found in nature e.g. tiger skin and begin to make their own repeated patterns using natural materials	Know that a pattern is a design in which shapes, colours or lines are repeated	<p>Know that surface rubbings can be used to make patterns</p> <p>Know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns</p> <p>Know that patterns can be used to add detail to an artwork</p>	Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin)	<p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	Know that artists create pattern to add expressive detail to artworks, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures	Know that pattern can be created in many different ways e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition
Texture	Know that materials can feel different and use a range of different textures in their art	<p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p> <p>Know that different drawing tools make different marks</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Know that painting tools can create varied textures in paint.</p>	Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object	Know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface	Know how to create texture on different materials	Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture
Tone		<p>Know that 'tone' in art means 'light and dark'</p> <p>Know that we can add tone to a drawing by shading and filling a shape</p>	<p>Know that shading helps make drawn objects look more three dimensional</p> <p>Know that different pencil grades make different tones</p>	<p>Know some basic rules for shading when drawing e.g. shade in one direction, blend smoothly and with no gaps</p> <p>Know that shading is used to create different tones in artwork and can include hatching, cross-hatching, scribbling and stippling</p>	<p>Know that using lighter and darker tints and shades of a colour can create a 3D effect</p> <p>Know that tone can be used to create contrast in an artwork</p>	Know that tone can help show the foreground and background in an artwork	Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know the names of different colours</p> <p>Know that colours can be mixed to create other colours</p>	<p>Know that primary colours are red, yellow and blue</p> <p>Know that primary colours can be mixed to make secondary colours (red + yellow = orange, yellow + blue = green and blue + red = purple)</p>	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place e.g. at the seaside</p>	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>Know that adding black to a colour creates a shade</p> <p>Know that adding white to a colour creates a tint</p>	<p>Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours</p>	<p>Know that a 'monochromatic' artwork uses tints and shades of just one colour</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background e.g. red for danger or celebration</p>
Form	<p>Know that 3D shapes exist and explore using them in their art</p>	<p>Know that we can change paper from 2D to 3D by folding, rolling, and scrunching it</p> <p>Know that three-dimensional art is called sculpture</p>	<p>Know that 'composition' means how things are arranged on the page</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on</p>	<p>Know that three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube)</p> <p>Know that organic forms can be abstract</p>	<p>Know that using lighter and darker tints and shades of a colour can create a 3D effect</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling materials</p>	<p>Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them</p> <p>Know that the size and scale of three-dimensional artwork changed the effect of the piece</p>	<p>Know that the surface textures created by different materials can help suggest form in two-dimensional artwork</p>
Shape	<p>Know a range of different shapes by name and begin to draw them freehand</p>	<p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image</p> <p>Know that shapes can be organic (natural) and irregular</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles</p> <p>Know that patterns can be made using shapes</p>	<p>To know that negative shapes show the space around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p>	<p>Know how to use basic shapes to form more complex shapes and patterns</p>	<p>Know that a silhouette is a shape filled with a solid, flat colour that represents an object</p>	<p>Know how an understanding of shape and space can support creating effective composition</p>
Line	<p>Know that different media can be used to draw lines</p>	<p>Know that drawing tools can be used in a variety of ways to create different lines</p> <p>Know that lines can represent movement in drawings</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern</p>	<p>Know that different drawing tools can create different types of lines</p>	<p>Know that lines can be lighter, darker, thicker, or thinner and this can add expression or movement to a drawing</p>	<p>Know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing</p>	<p>Know how line is used beyond drawing and can be applied to other art forms</p>

LONG TERM OVERVIEW



SAINT JOHN'S

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UNITS 1	<p><u>Term 1: Time to Flourish! Why am I special?</u></p> <ul style="list-style-type: none"> - Beginning to mix colours - Draw a self-portrait (enclosing lines) and add definite features - Wassily Kandinsky <p><u>Term 2 - How do I celebrate? Terrific Tales</u></p> <ul style="list-style-type: none"> - Use different textures and materials to make firework pictures - Christmas decorations and cards 	<p><u>Drawing: Make your mark</u></p> <p>Develop observational drawing skills when exploring mark making. Children use a range of tools, investigating how texture can be created in drawings.</p> <p>Bridget Riley, Zaria Forman, Renata Bernal, Wassily Kandinsky, Ilya Bolotowsky</p>	<p><u>Drawing: Tell a story</u></p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore tone to show form and experiment with creating patterned surfaces to add texture and detail to drawings</p> <p>Quentin Blake</p>	<p><u>Painting and mixed media: Prehistoric painting</u></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art</p>	<p><u>Drawing: Power prints</u></p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print. Ed Ruscha, Georges Seurat, Alberto Giacometti, Fernando Botero, Henri Matisse, Henry Moore</p>	<p><u>Painting and mixed media: Portraits</u></p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.</p> <p>Chila Kumari Singh Burman, Vincent van Gogh and Njideka Akunyili Crosby</p>	<p><u>Craft and design: Photo opportunity</u></p> <p>Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. Hannah Hoch, Chris Plowman, Edward Weston, Derek Ofose Boateng, Edvard Munch and Chuck Close.</p>
	UNIT 2	<p><u>Term 3: Amazing creatures! Who was Mary Anning?</u></p> <ul style="list-style-type: none"> - Explore how colour can be changed - Make different textures and make patterns using different colours - Recognise, create and describe pattern (tiger skin) 	<p><u>Painting and mixed media: Colour splash</u></p> <p>Exploring colour mixing through paint play, children use a range of tools to work on different surfaces</p> <p>Jasper Johns, Clarice Cliff</p>	<p><u>Craft and design: Map it out</u></p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials</p> <p>Susan Stockwell, Kim Soon Im, Josef Albers, Eduardo Paolozzi, Matthew Cusick</p>	<p><u>Drawing: Growing artists</u></p> <p>Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O'Keeffe and traditional Chinese painters to draw natural forms.</p> <p>Maud Purdy, Max Ernst, Carl Linneaus, Charles Darwin</p>	<p><u>Sculpture and 3D: Mega materials</u></p> <p>Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth, Sokari Douglas-Camp, Magdalene Odundo and El Anatsui, children create their own sculptures.</p>	<p><u>Drawing: I need space</u></p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style. Teis Albers.</p>
UNIT 3	<p><u>Term 4: Space! Which planet am I from?</u></p> <ul style="list-style-type: none"> - Vincent van Gogh (Starry Night) - produce a piece of artwork using an artist's style as a stimulus - Rubbings of leaves and plants - Combine media to make a collage (collage chick) - Andy Goldsworthy (natural art) 	<p><u>Sculpture and 3D: Paper play</u></p> <p>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture</p> <p>Samantha Stephenson, Marco Balich, Louise Bourgeois</p>	<p><u>Painting and mixed media: Life in colour</u></p> <p>Developing colour mixing skills, learning about the work of Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p>	<p><u>Sculpture and 3D: Abstract shape and space</u></p> <p>Exploring how shapes and negative spaces can be represented by three-dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Sir Anthony Caro and Ruth Asawa.</p>	<p><u>Painting and mixed media: Light and dark</u></p> <p>Developing colour mixing skills, children learn to use shades and tints to show form and create three dimensions when painting. They learn about composition and plan their own still life to paint, applying chosen techniques.</p> <p>Paul Cezanne, Clara Peeters and Audrey Flack.</p>	<p><u>Craft and design: Architecture</u></p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Friedensreich Hundertwasser and exploring the symbolism of monument design.</p>	<p><u>Drawing: Make my voice heard</u></p> <p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive art making and 'chiaroscuro', children consider audience and impact to create powerful drawings to make their voices heard. Diego Rivera, Dan Fenelon and Picasso.</p>
UNIT 4	<p><u>Term 5: Eggs! Which animals hatch out of an egg?</u></p> <ul style="list-style-type: none"> - Collage (farm animals), pastel drawings and making houses - Observational drawing of sun flowers <p><u>Term 6: Under the sea! What lives under the sea?</u></p> <ul style="list-style-type: none"> - Water pictures, collage, shading by adding black or white, colour mixing for beach huts/underwater pictures - Sand sculpture - Use clay to make a coil pot 	<p><u>Craft and design: Woven wonders</u></p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artists Cecilia Vicuna and Judith Scott.</p>	<p><u>Sculpture and 3D: Clay houses</u></p> <p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting shaping, joining and impressing into clay</p> <p>Ranti Bam</p>	<p><u>Craft and design: Ancient Egyptian scrolls</u></p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll.</p>	<p><u>Craft and design: Fabric of nature</u></p> <p>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric. Ruth Daniels, Senaka Senanayake, William Morris and Megan Carter</p>	<p><u>Sculpture and 3D: Interactive installation</u></p> <p>Learning about the features of installation art and how it can communicate a message, children explore the work of Cai Guo-Qiang and discover how life experiences can inspire art. They plan a sculpture that fits a design brief by researching and drawing. Fernando and Humberto Campana and Yoo, Hyun Mi</p>	<p><u>Sculpture and 3D: Making memories</u></p> <p>Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories. Yinka Shonibare, Judith Scott, Nicola Anthony, Louise Nevelson and Joseph Cornell.</p>