



Art at Shotley Bridge Primary School

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Theme	Marvellous Me	Celebrating Diversity	Polar Regions	People Who Help Us	The Farm	Our Wonderful World					
Reception	Learning Intentions	<p>Mark making with pencils, crayons, chalk and felt tip pens.</p> <p>Create with playdough.</p> <p>Paint a self-portrait.</p> <p>Use powder paint and water to create a faded background to stick self-portraits onto.</p> <p>Draw pictures of the people in their family.</p> <p>Explore and name colours.</p> <p>Create colourful repeating patterns with paint brushes and sponges.</p> <p>Make transient art using natural autumnal resources such as autumnal leaves and conkers to explore different textures.</p> <p>Use glue sticks to join paper and to add materials to paper including tissue paper, feathers and pompoms to paper or card.</p> <p>Use Duplo bricks and Mobilo to build models.</p>	<p>Use scissors to create paper snowflakes.</p> <p>Create rangoli patterns using different materials including pens, pencils, large crayons outdoors and colourful rice.</p> <p>Use paint, glue, and sequins to decorate a Christmas card.</p> <p>Use a hole punch and string to make a hanging Christmas decoration.</p> <p>Use scissors, glue and sequins to create a party hat to wear for Christmas dinner.</p>	<p>Use masking tape to join materials (cardboard boxes and tubes as well as paper and card) to create models.</p> <p>Paint Kandinsky circles using paintbrushes of different thicknesses.</p> <p>Cut and stick Kandinsky circles using scissors, glue sticks and paper of various colours.</p> <p>Explore colour mixing with paints.</p>	<p>Create simple symmetrical patterns using transient art and natural resources.</p> <p>Link to Spring (NW) Use water pallet paints to create observational paintings of spring flowers.</p> <p>Link to Easter (PCC) Use tissue paper to create a stained-glass window.</p> <p>Use wooden and acrylic blocks in the block area to create a church.</p> <p>Begin to use an iPad to look at images to inspire children when creating drawings, paintings, and models. (computing)</p>	<p>Use collage to create farm animals and landscape scenery out of different materials.</p> <p>Fold paper to create leaflets.</p> <p>Use PVA glue to stick.</p> <p>Find out about of Stephen Fowler who uses objects to print.</p> <p>Use fruit and vegetables to print using paint.</p> <p>Use natural found objects to print using paint.</p> <p>Plan and follow and recipe to make vegetable soup, safely using a knife to chop.</p> <p>Use blocks and other props including fake grass and stones to build a farm including buildings and fields.</p>	<p>Use wax crayons to create leaf rubbings.</p> <p>Use glue and paper to create flaps.</p> <p>Use treasury tags to join paper to create books.</p> <p>Use a stapler to join paper to create books.</p> <p>Plan and create models using a variety of tools and techniques they have already been taught.</p> <p>Safely use a knife to cut and spread to make and taste cress sandwiches.</p> <p>Find out about Richard Long, the sculptor who uses natural materials to create artwork in circles and lines.</p> <p>Use natural found objects to create artwork in the form of Richard Long.</p> <p>Use blocks and a map to build Shotley Bridge Primary School. Apply knowledge of phonics to write labels.</p>					

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.

Year 1	Autumn		Spring		Summer	
	Topic	Art and Design Skills Artists: <u>Ily Bolotowsky</u> , Louis Wain	Formal Elements of Art Artists: Wassily Kandinsky Beatriz Milhazes, Jasoer Johns, Zaria Forman, Bridget Riley	Landscapes using different media -The Seaside Artists: Pierre-Auguste Renoir, Joaquín Sorolla, Peder Severin Krøyer, Vincent Van Gogh		
	National Curriculum Links	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination.	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		

		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.	To learn 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. Evaluate and analyse creative works using the language of art, craft and design. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
Key Vocabulary		Pattern, shape, kaleidoscope, texture, space. shade, hue, primary colour, secondary colour, pattern, form, print, 2D shape, 3D shape, abstract, contemporary, drawing mediums, narrative	Abstract, composition. horizontal, vertical, experiment, circle, triangle, diagonal, cross-hatch, optical art, wavy, waves, water, lines, Primary colours, secondary colours, mix, blend, impasto	Horizon, landscape, sea, beach, texture, colour, tint, shade. collage.
Learning Intentions		<ul style="list-style-type: none"> To explore colour when printing To experiment with paint mixing to make a range of secondary colours To make a print To draw with different media To understand that artists can tell stories with their work 	<ul style="list-style-type: none"> To apply an understanding of the features of abstract art To know how to create different types of lines. To explore line and mark-making to draw water. Investigate how to mix secondary colours. To apply knowledge of colour mixing when painting 	<ul style="list-style-type: none"> Identifying the key features of a landscape Exploring different textures To paint using different tints and shades To reproduce and apply an artist's colour range to their own work To create details using controlled painting and other materials and objects

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic	Formal Elements Artists: Max Ernst	Sculpture and Mixed Media Artists: Roy Lichtenstein	Art and Design Skills Artists: Clarice Cliff
National Curriculum Links	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. To use a range of materials creatively to design and make products. Be taught 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.	To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Be taught 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.	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. Be taught 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.
Prior Learning	Y1 - Children have explored three of the formal elements of art: shape, line and colour. They have mixed and painted with secondary colours; and created abstract compositions. Children have also learnt about and analysed the work of a range of artists.	Y1 - Children have used sculpture to develop and share their ideas. They have also developed art and design techniques in using pattern.	Y1 - Children have learnt two different printing techniques, used 2D shapes to explore a variety of media. They have mixed different shades of one colour and also discussed the work of a range of artists.
Key Vocabulary	Patterns, repeating patterns, rubbing, texture, frottage, Max Ernst, collage, texture, contrast, 3D, observational drawing, shading, shadow, tone, light, dark, opaque, transparent, smudge	Superhero, pose, wire, limbs, torso, joints, face, features, Comic, Pop Art, Primary colours, tone, print, colour wash, pastels, shadowing	Clay, template, slip, repeating, pattern, weave, pattern, design, paint, concentric circles, silhouette, shade, sketch, brush, paint
Learning Intentions	<ul style="list-style-type: none"> To create repeating patterns To explore different textures To create a picture using collage and frottage To draw using tone to create a 3D effect To apply an understanding of tone to create a 3D drawing 	<ul style="list-style-type: none"> To create 3D human forms To draw faces that express different emotions To work together to create a large piece of artwork (3 lessons) 	<ul style="list-style-type: none"> To use my hands as a tool for making To learn to weave To apply painting skills when working in the style of an artist To explore the use of tones in shading To develop painting skills

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.
- 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.

Year 3		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Topic	Prehistoric Art - Cave Paintings Artists: Children shown images of prehistoric art and discuss as a class.	Formal Elements	Craft - weaving Artists: Anni Albers
	National Curriculum Links	Create sketchbooks to record their observations and use them to review and revisit ideas. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 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. Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. Be taught about great artists, architects and designers in history.	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.) 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.	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. Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including weaving. Learn about great artists, architects and designers in history
	Prior Learning	Y1/2 - Children have mixed different shades of one colour, explored tone through shading and have experimented with brush strokes. They have developed their techniques including control and have studied and analysed the work of a range of artists.	Y1/2 - Children have explored the formal elements of art: shape, line, colour, pattern, texture and tone. They have mixed and painted with secondary colours, created printed patterns using everyday objects and taken rubbings using different media. They have also learnt how to make their drawings three dimensional. Children have learnt about and analysed the work of a range of artists.	Y1/2 - Children have mixed different shades of one colour, explored tone through shading and have experimented with brush strokes. They have developed their techniques including control and have studied and analysed the work of a range of artists.
	Key Vocabulary	Prehistoric, sketch, proportion, charcoal, scaled up, smudging, texture, tone, cave drawings, pigment, cave style drawing, composition, handprint, negative image, positive image	Geometric, shapes, 2D, 3D, wire, sculpture, shading, tone, light, dark	Mood board, decorate, palette, tie dye, pattern, weave, weaving, warp, weft, natural, synthetic, warp, weft, loom, fabric, stitch, sunning stitch
	Learning Intentions	<ul style="list-style-type: none"> • To understand how prehistoric man-made art, and to reflect this style in their work • To scale up drawings and sketches in a different medium • To experiment with the pigments in natural products to make different colours • To select and apply a range of painting techniques • To apply painting skills when creating a collaborative artwork 	<ul style="list-style-type: none"> • To recognise and draw simple geometric shapes found in everyday objects • To recognise and apply geometry when drawing • To create and form shapes using soft modelling wire • To apply even layers of pencil tone when shading • To show tone by shading 	<ul style="list-style-type: none"> • To create a mood board • To create tie-dyed materials • To learn what paper weaving is and create a piece of art using this method • To weave using different materials • To sew designs onto a t-shirt to personalise it

Year 4		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Topic	Art and Design Skills Artists: Paul Cezanne	Formal Elements	Every picture tells a story Artists: David Hockney, Paula Rego, Edward Hopper, Pieter Bruegel, Fiona Rae
National Curriculum Links	Produce creative work, exploring their ideas and recording their experiences. Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, architects, craft makers and designers, and understand the historical and cultural development of their art form	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 [for example, pencil, charcoal, paint, clay]. 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.	Learn 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.	

		To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. To create sketchbooks to record their observations and use them to review and revisit ideas. To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.		
Prior Learning	Y1/2 - Children have mixed different shades of one colour, explored tone through shading and have experimented with brush strokes. They have developed their techniques including control and have studied and analysed the work of a range of artists. Y3 - Children have developed their observational drawing skills and have learnt the difference between a tint and a shade.	Y1 - Children have learnt two different printing techniques and used 2D shapes to explore a variety of media. Y3 - Children have explored two of the formal elements of art: shape and tone. They found shapes in everyday objects; used shapes as guidelines to draw accurately from observation and created form and shape using wire.		Children have explored prehistoric art. They have looked at, discussed and been inspired by the work of a range of artists.
Sticky Vocabulary	Optical illusion, portrait, landscape, willow pattern, chinoiserie pottery, Thomas Minton, Paul Cezanne, brushstrokes, geometry, perspective, soap carving, sculpture, texture, Barbara Hepworth, Giorgio Morandi, still life, sketch, dark, light, curator, exhibition	Charcoal, mark-making, abstract, playdough, print, pattern, tessellation, 2D shapes, symmetry		Interpret, meaning, narrative, pattern, shape, tone, inference, justify, respond, Paula Rego, narrative, role-play, Edward Hopper, analyse, collage, narrative, abstract, shape, tone, reflect, medium, mixed media, analyse, interpret
Learning Intentions	<ul style="list-style-type: none"> To create an image using an artistic process To apply an understanding of tint to recreate a traditional design style To paint in the style of a famous artist To create a small-scale sculpture To arrange and draw a still-life image from observation To understand the role of a curator and to create an exhibit 	<ul style="list-style-type: none"> To develop a range of mark-making techniques To create patterns using printing techniques To create patterns using a stamp To create patterns using reflection and symmetry 		<ul style="list-style-type: none"> To understand how to analyse a famous painting To understand how to find meaning in painting To develop an understanding of art through role-play To develop analytical skills to respond to a painting To apply interpretation skills to analyse and respond to an abstract painting

	Autumn	Spring	Summer
Topic	Formal Elements of Art - Architecture Artists: Friedensreich Hundertwasser. Looking at award-winning buildings and analysing them as a class	Every picture tells a story Artists: Banksy, Herman Rorschach, Andy Warhol (Rorschach), John Singer Sargent, Magdalene Odundo	Design for a purpose Artists: Looking at example coats of arms and discussing as a class, Morag Myerscough, Luke Morgan
National Curriculum Links	Improve their mastery of art and design techniques, including drawing, painting and sculpture. Create sketchbooks to record their observations and use them to review and revisit ideas. 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 Learn about great artists, architects and designers in history A three-dimensional piece of artwork.	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. 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]. Learn about great artists, architects and designers in history.	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 to improve their mastery of art and design techniques. To improve their mastery of art and design techniques. Design purposeful, functional, appealing products for themselves and other users based on design criteria generate. Based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Prior Learning	Y1/2 - Children have mixed different shades of one colour, explored tone through shading and have experimented with brush strokes. They have developed their techniques including control and have studied and analysed the work of a range of artists. Y3/4 - Children have developed their observational drawing skills and have learnt the difference between a tint and a shade. They have also developed a range of mark-making techniques.	Children have explored prehistoric art. They have learnt how to analyse and find the meaning in a famous painting. They have developed their analytical skills and learnt how to respond to a painting.	Y1/2 - Children have mixed different shades of one colour, explored tone through shading and have experimented with brush strokes. They have developed their techniques including control and have studied and analysed the work of a range of artists. Y3/4 - Children have developed their observational drawing skills and have learnt the difference between a tint and a shade. They have also developed a range of mark-making techniques.
Sticky Vocabulary	Drawing, sketching, observation, details, texture, continuous, taper, composition, experiment, frame, space, line, texture, monoprint, Friedensreich Hundertwasser, house, architecture, design,	British values, graffiti, immigration, mural, public art, racism, Herman Rorschach, inkblot, pattern, Andy Warhol, facial expressions, John Singer	Coat of arms, shield, armour, symbol, bright colours, design, pattern, shape, Morag Myerscough, Luke Morgan, diagram, design, modify, consumable, product, purpose, design, USP, slogan, designer

		perspective, elevation, amphitheatre, rainforest, monument, Coat of arms, shield, armour, symbol legacy, shading, architect	Sargent, tableau, companionship, support, ceramics, form, shape, sketching, three-dimensional, tone	
	Learning Intentions	<ul style="list-style-type: none"> To draw by interpreting forms from direct observation (tree) To apply understanding of observational drawing to a new idea (tree) To transform the look of a building in the style of a famous artist To design a building in an architectural style To design a monument 	<ul style="list-style-type: none"> To evaluate and analyse creative work using the language of art, craft and design To understand that art can have both meaning and message To create a symmetrical, abstract art form To use visual symbols to create a meaningful message To evaluate and analyse creative works using the language of art, craft and design To use drama as a tool to explore the meaning behind a piece of artwork To develop ideas for 3D work through drawing and visualisation in 2D 	<ul style="list-style-type: none"> To understand how visual language can be used to communicate personality and interests To work collaboratively to a specific design brief (ideas) To work collaboratively to a specific design brief (final design) To design a product which is appealing and purposeful To present a product pitch

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 6	Topic	Photography Artists: Edward Weston, Julian Opie, Pablo Picasso, Edvard Munch	Make my voice heard Artists: Käthe Kollwitz, Pablo Picasso, Mark Wallinger	Still Life Artists: Paul Cézanne, Jaromír Funke, Ben Nicholson, Iberê Camargo
	National Curriculum Links	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. To improve their mastery of art and design techniques.	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. 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.	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. Use the sketchbook to make observations and preparatory drawings. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
	Prior Learning	Y1/2 - Children have mixed different shades of one colour, explored tone through shading and have experimented with brush strokes. They have developed their techniques including control and have studied and analysed the work of a range of artists. Y3/4 /5 - Children have developed their observational drawing skills and have learnt the difference between a tint and a shade and also about gradation and tone.	Y1/2 - Children have mixed different shades of one colour, explored tone through shading and have experimented with brush strokes. They have developed their techniques including control and have studied and analysed the work of a range of artists. Y3/4 /5 - Children have developed their observational drawing skills and have learnt the difference between a tint and a shade and also about gradation and tone.	Y3/4 /5 - Children have developed their observational drawing skills and have learnt the difference between a tint and a shade and also about gradation and tone.
	Sticky Vocabulary	Sculpture, online, printing, impact, environment, concept, Edward Weston, macro photography, saturate, desaturate, tones, self-portrait, selfie, expression, The Scream, impressionism, Claude Monet, painting, brush	Graffiti, street art, wildstyle tag, mural, Käthe Kollwitz, portrait, features, shading, pastel, halo technique, chiaroscuro technique, Pablo Picasso, Guernica, First World War, Spanish Civil War, Pablo Picasso. Guernica, composition, painting, Mark Wallinger, clay, sculpture, features	Still life, composition, Paul Cézanne, Jaromír Funke, Iberê Camargo, negative medium, still life, composition, shade, underpainting, hue, tone, memory box, graphic representations
	Learning Intentions	<ul style="list-style-type: none"> To use text and image together to create meaningful and powerful photo posters To understand abstract art through photography To develop a self-portrait from a photograph and translate it into a drawing To replicate the mood and expression of a painting through photography To research and adopt the style of a famous group of painters 	<ul style="list-style-type: none"> To create graffiti art To draw emotions To create an impactful piece of art To produce a finished piece of art To create a sculpture 	<ul style="list-style-type: none"> To sketch ideas for a still life study To draw a still life study in charcoal To draw using a negative medium To paint a still life study in colour To create a box to showcase my work

The Arts Days

During our SBPS 'Arts Days' which take place in Summer term, each year group will take part in a number of different activities linked to art and design, DT, music, dance and drama. Within the 'Art Days', each year group will complete an additional art project linked to a different area of art that is not covered that year group. These projects are outlined below:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sculpture</p> <p>To use a range of materials creatively to design and make products.</p> <p>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.</p> <p>Taught about the work of a range of artists, craft makers and designers</p> <p>Describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Artists: William Morris, John Dearle, Andy Goldsworthy</p>	<p>Human Form</p> <ul style="list-style-type: none"> LI: To create a collage <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Be taught 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.</p> <p>Artists: Julian Opie</p>	<p>Art and Design Skills</p> <ul style="list-style-type: none"> LI: To understand how to create tint and shade of a colour LI: To use different materials to make a three-dimensional artwork <p>To develop a wide range of Art and design techniques in using colour, pattern, line, shape, form and space</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</p> <p>Artists: Diego Velázquez, Jan Jansz, Paul Cezanne</p>	<p>Sculpture</p> <ul style="list-style-type: none"> LI: To decorate musical instruments from recycled materials LI: To create a collage in the style of an artist LI: To create a sculpture in the style of sculptor Sokari Douglas Camp <p>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.</p> <p>Improve their mastery of art and design techniques, including weaving.</p> <p>Learn about great artists, architects and designers in history.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>Art and Design Skills</p> <ul style="list-style-type: none"> LI: To develop observational drawing LI: To design a new invention LI: To use imagination and visualisation to create an original piece of artwork <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>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].</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Artists: Paul Klee, Leonardo Da Vinci, Dominic Wilcox,</p>	<p>Art and Design Skills</p> <ul style="list-style-type: none"> LI: To research and adopt the style of a famous group of painters LI: To apply an understanding of line and repeated pattern. LI: To create a repeated pattern through printing LI: To analyse and evaluate artwork <p>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].</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Artists: Claude Monet, William Morris Edward Hopper, Anthony van Dyck, Yinka Shonibare, Berthe Morisot.</p>