



## Art Curriculum Overview

It is the belief at St Paul's that Art and Design stimulates creativity and promotes imagination. It provides a variety of sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

### Aims

Our aims in teaching art are:

- To build on the artistic skills, experience and understanding which the child already possesses to create a love of Art and to become proficient in drawing, painting and sculpture.
- To encourage the child to find enjoyment, fulfilment, and achievement throughout art, craft and design and see themselves as artists, designers and craft workers.
- To develop skills to use a wide range of materials, mediums, techniques and tools effectively and competently.
- To evaluate and analyse creative works by using the language of Art and Design.

### Long-term planning Overview

- To ensure that children receive the breadth of learning required by the National Curriculum and that they increase their knowledge, understanding and skills over time.
- To ensure that the requirements of the programmes of study are met effectively with the aim to explore and produce at least one piece of art work per term or six projects in KS1 and twelve in KS2.
- Themes for Art based projects are usually linked to topic work but can also be inspired by work completed in other subjects such as Science, P.E., D and T, English and R.E.

|  | <u>Autumn</u>  | <u>Autumn 2</u>  | <u>Spring</u>   | <u>Spring 2</u>  | <u>Summer</u>  | <u>Summer 2</u>  |
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| <b>Reception Topics</b><br>Planning is always flexible in order to respond to children's changing needs and interests. | <b>Topic: All About Me</b> <ul style="list-style-type: none"> <li>• Painting using primary colours, broad brush</li> <li>• Using different mediums such as crayon, chalk, pencil on coloured paper</li> <li>• Begin to hold and use pencil with more control.</li> </ul> <b>Artist- Jackson Pollock</b>  | <b>Topic: Terrific Tales</b> <ul style="list-style-type: none"> <li>• Painting using secondary colours</li> <li>• Drawing different scales/size</li> <li>• Hold pencil and brush in grip to aid fine motor skills</li> </ul> <b>Artist- Hunderwasser</b> | <b>Topic: People Who Help Us</b> <ul style="list-style-type: none"> <li>• Water colour painting</li> <li>• Mixing colours independently</li> <li>• Chinese patterns to develop fine motor skills</li> </ul> <b>Artist: Claude Monet</b> | <b>Topic: Ticket To Ride</b> <ul style="list-style-type: none"> <li>• Further knowledge of mixing paint</li> <li>• Create seed collage</li> <li>• Talk about colour and texture</li> </ul> <b>Artist: Howard Hodgkin</b> | <b>Topic: Minibeasts</b> <ul style="list-style-type: none"> <li>• Use of crayon, pencil, paintbrush, chalk</li> <li>• Water paints to create abstract pictures</li> </ul> <b>Artist: Georgia O'Keefe</b> | <b>Topic: Fun at the Seaside</b> <ul style="list-style-type: none"> <li>• Explaining textures and shapes</li> <li>• Printing using paint and a variety of objects such as shells.</li> </ul> <b>Artist: Alexander Calder</b> |
| <b>Skills</b>  | <b>Planning is always flexible in order to respond to children's changing needs and interests.</b><br><br>Art Skills through continuous provision <ul style="list-style-type: none"> <li>• Explore mark making</li> <li>• Draw different shapes using continuous lines</li> <li>• Explore painting using primary and secondary colours</li> <li>• Exploring mixing colours</li> <li>• Produce more detailed pictures and be able to talk about the process</li> <li>• Explore water colour and collages</li> <li>• Use a widening array of media independently</li> <li>• Share creations, explaining the process they have used.</li> </ul> |  |   |  |  |  |
|  | <u>Autumn 1</u>  | <u>Autumn 2</u>  | <u>Spring 1</u>   | <u>Spring 2</u>  | <u>Summer 1</u>  | <u>Summer 2</u>  |

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| <div>KS1<br/>Cycle A</div>   | <div><div>Topic: Senses</div><div>Develop knowledge on colour whilst exploring a variety of artists and using a range of materials.</div><div><ul style="list-style-type: none"><li>Relearn primary colours. Apply knowledge of primary colours in artwork and develop techniques in using colour, pattern, texture, line, shape, form and space, inspired by <b>Piet Mondrian</b>.</li><li>Discover what the secondary colours are, explore mixing colours using oil pastels, introduce artist <b>Mark Rothko</b>. Create abstract mood picture.</li><li>Use paint to develop colour mixing further, create shades/tints. Produce a piece of art similar to <b>Paul Klee</b> and <b>Jackson Pollack</b>.</li><li>Explore how different colours can convey a variety of moods and emotions, refer to <b>Jackson Pollack</b>, <b>Delaunay</b> and <b>Kandinsky</b>.</li></ul></div><div><div>ORACY:</div><div>Explain what is liked about own work and that of others.<br/>Discuss the work of a range of artists, and make links to their own work.</div></div></div> | <div><div>Topic: Superheroes</div><div><ul style="list-style-type: none"><li>Recap on primary colours and use them to create firework prints.</li><li>Introduce Pop Art, create pop art inspired artwork using new form of art media – printing.</li><li>Appraise, look at and discuss work by <b>Andy Warhol</b> (ORACY), create own artwork, using a superhero logo, in the Style of Warhol.</li><li>Create a piece of art, using onomatopoeia words, in the style of <b>Roy Lichtenstein</b>. Compare Lichtenstein to Warhol (ORACY) Use bubble wrap to print Pop Art style dots. Layer different materials to develop design techniques using colour, pattern, texture, line, shape, form and space.</li><li>Create comic style pictures linked to comic strips they created in English.</li><li>Making pop art inspired Christmas calendars a pop art inspired calendar.</li></ul></div><div><div>(ORACY)</div><div>Appraise own work and that of others, getting children to use art vocabulary (e.g. texture, colour, feeling,)</div></div></div> | <div><div>Topic: Bridges</div><div>Draw a variety of bridges in a range of mediums whilst taking inspiration from new Artist <b>Claude Monet</b>.</div><div><ul style="list-style-type: none"><li>Introduce the new artist – <b>Monet</b> and appraise some of his work. Use art language (primary colours, secondary colours, portrait/ landscape/ abstract, etc) (ORACY).</li><li>Use colouring pencil to create a bridge picture using similar colours to <b>Monet</b>.</li><li>Produce a bridge painting inspired by <b>Monet</b>. Multimedia piece- finger painted sky/background to create texture with a taped bridge outline to create line and shape.</li><li>Use a range of materials creatively for different bridges (shading pencil/charcoal/colour pencil), do some work better than others? Why? Discuss. (ORACY)</li><li>To create a silhouette bridge picture.</li></ul></div></div> | <div><div>Topic: Plants and habitats</div><div><ul style="list-style-type: none"><li>Look at the artwork of <b>Daniel Mackie</b>, discuss use of colour to create/show the different environments. (ORACY)</li><li>Create a piece of <b>Daniel Mackie</b> inspired art- 2 lessons to complete.</li><li>Using animal template, children draw the habitat it lives in.</li><li>share their ideas about animals and t heir habitats(ORACY)</li><li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space by painting potatoes and printing shapes onto paper to create animal silhouettes.</li><li>Use sculpture and painting to create a flower out of clay. Think about using a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space for accuracy. What did the children find most challenging? What would they do differently? (ORACY)</li></ul></div></div> | <div><div>Topic: We are Britain/Kings and Queens</div><div><ul style="list-style-type: none"><li>Difference between landscape and portrait. Research portraits of Kings and Queens. Use prior knowledge on colour to discuss the paintings. (ORACY)</li><li>Look at the shapes/lines/textures that appear on a person’s face. Explore proportions and the technique of drawing a portrait. Use knowledge to produce a portrait of partner. Assess work, what was challenging? (ORACY)</li><li>Introduce self-portraits. Explore new medium chalk on black paper. Experiment with blending/ shading. Create a self-portrait using these materials.</li><li>Introduce <b>Modigliani</b>. Build art vocabulary by comparing to portraits drawn in class. (ORACY). Draw <b>Modigliani</b> portraits on A3.</li><li>To use our portrait skills to draw a portrait of Queen Elizabeth 1</li><li>Coats of Arms</li><li>Use a range of materials creatively to design and make bunting for the Royal Tea Party.</li></ul></div></div> | <div><div>Topic: We are Scientists/The Copse</div><div><ul style="list-style-type: none"><li>To use a range of materials creatively to design and make their scientists for the display. To be completed on Scientist day.</li><li>Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to draw a tree through the different seasons.</li><li>Use sculpture to develop and share their ideas, experiences and imagination by creating a nature collage in the cops. Children to walk round copse, like an exhibition, to discuss each other’s work. (ORACY)</li><li>Observational art – go into copse and find a space to sit. Draw what they can see (in nature). Start with a line drawing, talk about how they can get texture and shade using their pencils (ORACY)</li><li>Leaves cut in half. Give children one side and they need to replicate the other side – paying attention to colour, pattern, texture, line and shape.</li><li>.</li></ul></div></div> |
| <div>KS1<br/>Cycle B</div>   | <div><div>Topic: India</div><div><ul style="list-style-type: none"><li>To explore the celebration of Diwali. Use artistic language to discuss colour, shapes, patterns, feelings. Make comparisons to Guy Fawkes. (ORACY)</li><li>Learn about different methods of making patterns, discuss the different techniques, mediums, materials people use. (ORACY)</li><li>Explore block printing. Use colour, pattern, texture, line, shape, form and space to discuss and create Mehndi and Rangoli patterns. Link back to Diwali. (ORACY)</li><li>To design painted elephant using blow patterns. Uses a range of materials and techniques to creatively design and make art.</li><li>Design own saris, create repeating patterns.</li></ul></div><div><div>ORACY:</div><div>Explain what is liked about own work and that of others. Articulate why they chose to create those patterns using artistic language.</div></div></div>  | <div><div>Topic: Places in own locality</div><div><ul style="list-style-type: none"><li>Look at works of art from different times.</li><li>Develop understanding of positioning and proportion in portraits.</li><li>Develop use and control of drawing with pencils. Pay careful attention to detail, combining elements of shape, tone and line to create a portrait.</li><li>Develop observation and recording skills.</li><li>Experiment with different techniques and use brushes/paint with confidence and purpose.</li><li>To talk about the work of a range of artists, describing similarities and differences and making links to their own work. (ORACY)</li></ul></div><div><div>Artist:</div></div></div>   | <div><div>Topic: Great Fire of London</div><div><ul style="list-style-type: none"><li>Use imagination to create a unique landmark building with a range of shapes, lines and patterns.</li><li>Create a cityscape using the children’s buildings and display in classroom.</li><li>Use drawing and painting to develop and share their ideas and imagination on the Great Fire of London, by creating silhouette pictures.</li><li>Discuss hot colours when creating GFoL art, how do these colours make you feel? Use imagination to share ideas on the Great Fire. (ORACY)</li></ul></div></div>  | <div><div>Topic: Seasons</div><div>Learn about the work of a range of artists.</div><div><ul style="list-style-type: none"><li>Look at <b>Van Gogh</b>’s sunflowers. Produce a sunflower picture using a fork and paint to create texture and lines.</li><li>Summer art – Water – <b>David Hockney</b>. Explore the use of colour and lines used to create the shapes in the water. (ORACY)</li><li>Recreate <b>Van Gogh</b>’s starry night (Use partner talk to discuss this famous painting) (ORACY) using crayons and watercolours. Spread this over two lessons’. Use partner talk to discuss this famous painting.</li><li>Make a sculpture depicting the different seasons using a brown paper bag and tissue paper. Scrunch the bag to create the texture of the tree bark and the colourful leaves to create the aesthetic of the chosen season.</li></ul></div></div>  | <div><div>Topic: Florence Nightingale</div><div>Focus on sculpture/layering to develop a wide range of art and design techniques.</div><div><ul style="list-style-type: none"><li>Use ideas and build on History knowledge by using design and sculpture to create a lantern/lamp like Florence Nightingale’s. Use ORACY to discuss the history of the lamp and why it is distinguishable to her.</li><li>Layer materials to create a side profile silhouette of Florence Nightingale.</li><li>Create a replica of Florence Nightingale’s badge with safety pin so that they can wear them themselves.</li></ul></div></div>  | <div><div>Topic: Explorers</div><div><ul style="list-style-type: none"><li>Sketch a European landmark in pencil using different pencil weights.</li><li>Create Asian inspired blossom art using pencil and pastels. Cross medium activity to develop their skills, ideas and imagination. Did they enjoy using these materials? Discuss. (ORACY)</li><li>Create a basket inspired by the South American craft of basket weaving. Use a range of materials creatively to design and make products.</li><li>To paint in the style of traditional aboriginal art. develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>Layer glue and tissue paper to create a picture of the moon.</li></ul></div></div>   |
| <div>KS1<br/>NC Skills</div> | <div>In <b>KS1</b> pupils are taught:<br/>To use a range of materials creatively to design and make products<br/>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br/>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.</div>   |  |   |   |   |  |
|                              | <div>Autumn</div>   |  | <div>Spring</div>   |   | <div>Summer</div>   |  |

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| <div>LKS2</div> <div>Cycle A</div> | <div>Topic: Romans</div> <div><ul style="list-style-type: none"><li>Explore range of artefacts/images of Roman art including pottery, sculptures, paintings and mosaics. <b>ORACY</b></li><li>Develop sketching and shading techniques when drawing own Celtic knot, 3D sculpture and complete a still life drawing with fruit inspired by a wall painting from the house of <b>Julia Felix</b> discovered in Pompeii.</li><li>Experiment with different mediums including clay, paint and mosaics to design and make their own Roman pottery, shield and coaster using stones tiles.</li><li>Construct with paper/ card, colour wheel/ blending.</li><li>Forming pattern/ images with paper pieces.</li><li>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div> <div>Artists: <b>Leonardo Di Vinci, Caravaggio</b></div>         | <div>Topic: Anglo Saxons and Vikings</div> <div><ul style="list-style-type: none"><li>Research Anglo Saxon and Viking artwork <b>ORACY</b></li><li>Create own pictures inspired by patterns and images looked at using pencil and coloured pencil- expand on and refine shading and sketching techniques.</li><li>Bhuild on blending skills to create firework pictures using chalk pastels.</li><li>Research Viking longships and create paintings featuring a ship. Develop painting technique to create an image of the sea and finer detail on the longship.</li><li>Cross stich and paper weaving</li><li>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div>  | <div>Topic: Our world</div> <div><ul style="list-style-type: none"><li>Research landmarks of Reading- discuss what Reading is famous for (3Bs- bricks, biscuits and beer) and what buildings/ statues the children have seen in Reading. <b>ORACY</b></li><li>Create charcoal drawings of Reading landmarks- practise developing tone and depth with charcoal.</li><li>Create UK landmark sculptures using junk/ recycled materials for modelling.</li><li>Aboriginal art pictures when expanding the topic of our world from the UK to other countries.</li><li>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div>  |
| <div>Cycle B</div>                 | <div>Topic: Egypt</div> <div><ul style="list-style-type: none"><li>Experiment with and expand knowledge of colour, tone by mixing and blending paint, coloured pencil, chalks and oil pastels to create desert sunset pictures.</li><li>Research famous Egyptian wall paintings to inspire topic art work including techniques used by the ancient Egyptians.</li><li>Use clay to make ‘Eye of Horus’- develop fine motor skills to mould clay and create decorative design work using sculpting tools.</li><li>Use of card, pencil, paint to design and construct headdress or crown for a god or goddess.</li><li>Create a death mask using skills learnt over this unit.</li><li>Cartouche</li><li>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div>   | <div>Topic: Rainforest</div> <div><ul style="list-style-type: none"><li>Research rainforest animals- note colours- revisit colour mixing and blending, refining learning to create desired colours.</li><li>Sketching and shading techniques using charcoal, pencil and coloured pencil to move from light to dark.</li><li>Use skills learnt to paint images of an animal from the rainforest.</li><li>Research and discuss work by the <b>artist Giuseppe Arcimboldo</b> <b>ORACY</b></li><li>Create painting inspired and in the style of Arcimboldo Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Use a sketchbook to for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div>  | <div>Topic: World War Two</div> <div><ul style="list-style-type: none"><li>Research Anderson shelters and create own using card to sculpt model- linked to DT</li><li>Research and experiment with different painting techniques to use on Anderson shelter</li><li>Research Hugo Boss- discuss design versus function needed for soldier’s uniform and then design own- liked to DT- discuss ideas in small groups and as class- <b>ORACY</b></li><li>Look at the buildings designed <b>by Antoni Gaudi</b>- discuss style and opinions of the buildings <b>ORACY</b></li><li>Create collage images of buildings using different mediums- cut up paper, fabric, recycled materials.</li><li>Use a sketchbook to for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div> |
|                                    | <div>Autumn</div>   | <div>Spring</div>   | <div>Summer</div>   |
| <div>UKS2</div> <div>Cycle A</div> | <div>Topic: North and South</div> <div><ul style="list-style-type: none"><li>Research life and work of <b>Lawrence Stephen Lowry</b>- discuss style, use of colour, technique, subject matter. <b>ORACY</b> <b>CST</b></li><li>Draw Lowry style figures in sketch books experimenting with medium and form</li><li>Develop drawing skills using pencil, charcoal, pastels, ink.</li><li>Learn how to create perspective</li><li>Experiment with sponging to create sky/clouds/ smoke</li><li>Experiment with the 5 colours Lowry used to form a range of tones</li><li>Use skills to produce a Lowry style picture returning to work over a longer period of time- a number of lessons to complete piece which may include the use of a mixture of mediums <b>CST</b></li><li>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div> | <div>Topic: China</div> <div><ul style="list-style-type: none"><li>Focus on fine art skills and attention to detail to explore Chinese Willow pattern design. Discuss development of patterns designed at first by <b>Minton or Joshua Spode</b> <b>CST</b></li><li>Use skills learnt to create willow patterns to paint on fabric for DT textile cushion design.</li><li>Create a Willow Pattern plate showing the story behind the design</li><li>Research Chinese art work and calligraphy to produce Chinese New Year lucky fish kites and lanterns.</li><li>Explore using a range of mediums- paint, pencil, chalk, oil pastel – to create cherry blossom pictures. Share outcomes <b>ORACY</b></li><li>Use paint brush to form accurate Chinese characters.</li><li>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div> | <div>Topic: Chocolate</div> <div><ul style="list-style-type: none"><li>Research Aztec designs and patterns. Use these to create own complex repeating patterns. Experiment with printing.</li><li>Explore modifying and changing designs/colours</li><li>Use these patterns to create image of Aztec people.</li><li>Research and study work of <b>Frida Kahlo</b>- discuss how her work was influenced by hardships she faced in life. <b>ORACY</b> <b>CST</b></li><li>Create a Frida Kahlo inspired self-portrait- focus on bold use of colour and fine detail using fine paint brush. <b>CST</b></li><li>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul></div>   |
| <div>Cycle B</div>                 | <div>Topic: California</div> <div><ul style="list-style-type: none"><li>Research Native American patterns and use of colour. Refine learnt techniques to create pattern. Use of printing on fabric and paper.</li></ul></div>   | <div>Topic: Crime and Punishment</div> <div><ul style="list-style-type: none"><li>Research street art- what is it? Is it art? <b>ORACY</b> <b>CST</b></li></ul></div>   | <div><ul style="list-style-type: none"><li><b>Topic: Ancient Greece/Olympics</b></li><li>Research Greek designs on walls and pottery.</li><li>Sketch designs/images in sketch books</li></ul></div>   |

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|                          | <ul style="list-style-type: none"><li>• Design and construct totem poles building on sculpture techniques from LKS2 using cardboard tubes and papier mache. Paint in authentic colours. Work in pairs- <b>ORACY</b></li><li>• Make dream catchers, medicine pouches and tipees on topic WOW day <b>CST</b></li><li>• Explore how to film black and white movie <b>ORACY</b></li><li>• Create black and white movies using digital technology to edit</li><li>• Look at the work of <b>artist Peter Thorpe in Science</b>- create space pictures in style of the artist- experiment with form and colour. Use of chalk and pastels. <b>CST</b></li><li>• <b>R.E.- Artist Michel Angelo- Creation</b>- evaluate and assess interpretation of scenes from the bible particularly The Creation of Adam. <b>CST</b></li><li>• Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul> | <ul style="list-style-type: none"><li>• Explore the work of Banksy and Lady Pink in particular- discuss message/point being made and contrast in styles. Explain and justify preferences and opinions. <b>ORACY</b> <b>CST</b></li><li>• Experiment with street style lettering- build on knowledge of shading, combining colour and tone to create letters.</li><li>• Create own ‘tag’</li><li>• Using inspiration from Banksy or lady Pink to use art as a means of making a social statement, create own street art picture with a message using skills and techniques learnt. <b>CST</b></li><li>• <b>Use a sketchbook for collecting ideas and show development</b> of ideas and skills leading up to a completed piece of artwork</li><li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul> | <ul style="list-style-type: none"><li>• Scratch art of Greek style people and scenes using wax crayon and paint.</li><li>• Use papier mache to create Greek vases- build on skills and finesse from previous lessons.</li><li>• Paint Greek scene/people using fine paint brush to decorate vase.</li><li>• Research images of sports people- create splatter pictures using a silhouette and spray paint background.</li><li>• Look at the work of artist Pablo Romero- discuss how he captures form and image in his pictures of sports people. <b>ORACY</b> <b>CST</b></li><li>• Create own pictures of sport by taking pictures using a camera</li><li>• Use images to create painted/sketched image- develop awareness of composition, scale and proportion.</li><li>• Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul> |
| <b>KS2<br/>NC Skills</b> | In <b>KS2</b> pupils are taught: <ul style="list-style-type: none"><li>• To develop and expand their confidence and ability to use a wider variety of techniques , including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li><li>• To create sketch books to record their observations and use them to review and revisit ideas</li><li>• 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]</li><li>• To learn about great artists, architects and designers in history and be able to explore the impact that their creations have had on society both past and present</li></ul>  |   |   |