



Art at St John's

At St John's the art and design curriculum is designed to enable all children to learn the vocabulary, knowledge and skills needed to be informed, creative artists with an understanding of how culture has been shaped by great artists, designers and pioneers in the artistic world. Pupils will subsequently be ready for the next phase of education. Our curriculum has been carefully designed to meet the needs of all children, enabling fluency and independence. The curriculum has been thoughtfully sequenced to encourage progression of skills and knowledge. Projects are selected to build on prior learning enabling pupils to develop a greater sense of art history. Enrichment activities and close connections with local church projects and community groups help pupils use art as a mode of expression and a tool for developing self-aware, reflective children with a strong sense of belonging within their local and wider communities.

Compass Curriculum Drivers

	In all subjects...	In art, this looks like...
Citizenship	We want children to flourish in their sense of self-worth and through this have respect for others. Our curriculum promotes an appreciation and respect for diversity through a celebration of heritage, culture and religion so that all are encouraged to be inclusive, open minded and be ready and willing to develop new friendships. Our learners are encouraged to speak out against injustice.	<ul style="list-style-type: none"> Exploring art work from artists who represent a range of backgrounds including ethnicity, gender, religion and status. Understanding the impact art can have in shaping and reflecting the changing shape of society.
Oracy	We prioritise speaking and listening and recognise that developing speaking and listening skills needs to be at the heart of teaching and learning at St John's CE Primary School. We aim to develop children's speaking skills and also prioritise opportunities to learn through talk. We see oracy as part of the school's pedagogy, not a standalone lesson or subject and we expect it to be a valued feature in all aspects of school life.	<ul style="list-style-type: none"> Providing opportunities to develop their understanding through discussion and talk. Encouraging pupils to discuss and evaluate their own work as well as the work of successful artists. Using discussion scaffolds to support pupils articulating their preferences and opinions in clear, articulate ways.
Mastery and Mindset	We want every child to develop a love of learning by ensuring that they have a deep, long-term, secure and adaptable understanding of the subjects they are taught. Through the language we use, activities we plan into our lessons, and by modelling it with our own behaviour we encourage pupils to adopt a growth mind set. We want children to take risks and know that through making mistakes we learn and improve. We want children to have courage and resilience to keep going, even when things are hard.	<ul style="list-style-type: none"> Careful sequential planning to ensure pupils are equipped with the skills and knowledge to enable this to succeed. The use of sketchbooks to provide pupils with a platform to try out new ideas, develop their creativity and learn from mistakes. Substantive concepts are revisited and developed through concrete experiences. Children are aware of disciplinary knowledge and able to explain how it shapes the work they are producing.
Past/present/place	We aim to promote a sense of belonging and purpose throughout teaching and learning at St John's CE Primary School. Through learning about the past, we identify ways to create a better future. We want our learners to appreciate that our world is precious and needs to be looked after. We seek to grow courageous advocacy in our learners so that children experience how they can also be game changers and activists to make changes for the better.	<ul style="list-style-type: none"> Children explore a range of artists from different periods in history as well as contemporary artists and designers. Pupils learn how art has the power to communicate and share important messages about society and the world we live in.
Aspiration	We want all our children to aspire and to live their lives to the full. We understand that we need to broaden their horizons through rich experiences of the world. We provide a supportive environment in which to nurture their interests and self-belief and seek to offer high quality opportunities in order for each individual to become aware of their own potential for success.	<ul style="list-style-type: none"> Opportunities to take part in enrichment projects in which pupils work alongside professional artists and designers. High quality resources are used alongside a dedicated space for learning art. Opportunities to present and display their work.

Self Esteem	We know that in order for our learners to achieve they need to develop the social and emotional skills needed to access learning and develop positive relationships underpinned by a sense of understanding, justice, empathy and respect for themselves and others. This sits alongside a total commitment to high quality teaching and learning that is experienced by every child no matter what their starting points might be, underpinned by high expectations and targeted intervention to ensure that success can be celebrated for every child and their family.	<ul style="list-style-type: none"> • Provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital, they need to make aspirational choices about their own futures, overcoming any barriers.
Spirituality	We prioritise time and space to offer children at St John's CE Primary School opportunities to reflect, think upon and value creativity, beauty and amazement through our curriculum. We promote and offer opportunities to explore spirituality throughout all that we do. We value this as a treasured opportunity to ensure that our children develop good mental health, have opportunities to experience peace, acceptance and appreciation of wonder therefore growing in their understanding of themselves, others, the world and beyond.	<ul style="list-style-type: none"> • Using art to explore our identify • The study of art works which represent significant moments in different faiths • Empathy with people from different cultures • Using art as a model to express their feelings and reflections • Art instillations as part of the RE arts week • Taking part in local, collaborative projects with churches in our community • The study of self-image in portraits • Using art to explore themes in collective worship

Learning knowledge is not an endpoint in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (artistic skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of artistic knowledge, we want our children to become skilful artists. Each unit of work has an emphasis on and artist enquiry where children investigate the life and artwork of a significant artist before going on to develop and create artwork inspired by the artists body of work. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through the use of high quality resources, gallery visits, visiting artists and engaging in carefully planned enrichment activities.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1	Self-Portraits Collage Colours Clay pastels	Spiral Drawing Drawing and Collage	Explore and Draw Drawing and Collage	Making drawings move Moving articulated beasts Drawing and	Exploring still life Painting and Drawing	Typography Drawing and Collage	Exploring identity Collage and drawing
Unit 2	3D models Exploring textures	Simple Printmaking Printing, collage, drawing	Weaving Textiles	Drawing	The Art of Display Sculpture	Fashion Design Painting, Textiles and Digital Media	Brave colour Art instillation
Unit 3	Drawing Adapting and reflection of work.	Playful Making Sculpture and Drawing	Stick Transformation Sculpture	Fruit inspired clay tiles Sculpture and Painting	Repeating patterns Printing	Micro Macro Paintings Drawing and Painting	Exploration and demonstration of skills project

Artist Study Overview

The artists and collections pupils study have been carefully selected to provide pupils with a broad range of styles and experiences. Artists represent different cultural backgrounds, ethnicity, gender and time periods.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1	Vincent Van Gough	Mary Haslund	Alice Fox Leonardo Da Vinci	Henri Matisse	Hillary Pecis	Louise Fili	Thandiwe Muriu Pablo Picasso
Unit 2	Yayoi Kusama	Andy Warhol	Martina Celerin	Wassily Kandinsky	Thomas J Price	Tatyana Antoun Rahul Mishra	Liz West Mondrian
Unit 3	Andy Goldsworthy	Nicole Dyer Monet	Chris Kenny	Cezanne	William Morris	Georgia O'Keeffe	

Substantive Concepts – these are the concepts that give a subject substance or content.

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at St John's. Our substantive concepts are: Collage, Digital Media, Drawing, Painting, 3D Modelling and Sculpture, Textiles and Printing

	Collage	Digital Media	Drawing	Painting	3D Modelling and Sculpture	Textiles	Printing
EYFS	Manipulate materials with increasing control.	Create and record our artwork using a range of digital media.	Experiment with different drawing tools Draw from observation, memory and imagination. Draw on different scales. Increase control of line and shape.	Primary Colours Mixing colours Exploring paint	Experiment with a range of materials to create 3d forms.		
KS1	Spiral Drawing Simple Printmaking Explore and Draw		Spiral Drawing Simple Printmaking Playful Making	Explore and Draw Stick Transformation	Playful Making Stick Transformation	Weaving	Simple Printmaking
LKS2	Exploring still life	Making drawing move The art of display	Making drawing move Exploring still life	Clay Tiles Exploring still life	Clay Tiles The art of display	Printing	Repeating patterns
UKS2	Exploring identify Typography	Brave colour	Typography Exploring identify Micro macro paintings Fashion Design	Brave colour Micro macro paintings	Brave colour	Fashion design	

Second order concepts

<p>Exploring and Developing Ideas Developing ideas is part of the creative process for artists and designers. By exploring and refining ideas, effective decisions can be made about a final piece of artwork. Children should experiment with an open mind, and enjoy making both informed and intuitive choices about what to do next. AT the start of each enquiry pupils will explore the artwork of a significant artist. This will shape and inform their exploration and development of ideas.</p>		<p>Sketchbooks We have made the decision for pupils in both KS1 and KS2 to have sketchbooks as we value the importance of them in enabling pupils to explore and develop their creativity in a practical, safe place. Sketchbooks are a place for pupils to try out new ideas, they should be filled with a variety of media and used as a creative document. These sketchbooks are used as a place to document their journey towards their final outcome.</p>		
<p>Exploring Materials Pupils work with a range of materials. Exploring their properties and suitability for different mediums of art. Pupils create multimedia artwork developed through an expanding knowledge of how to manipulate to skilfully use different techniques.</p>	<p>Line and Mark Making Mark making is a term used for the creation of different patterns, lines, textures and shapes. This may be on a piece of paper, on the floor, outside in the garden or on an object or surface. It could be a simple dot or a line across a paper, all of this contributes to mark making. Line and mark making can be made using a range of media.</p>	<p>Tonal Detail and Shading Tonal detail and shading refers to the lightness or darkness of an object. It is done by setting down various strengths of shading to demonstrate where an object is affected by the light and shadows. Pupils will learn to apply shading and tone using sketching pencils, mixing colours and hatching, cross hatching, inks and crayons.</p>	<p>Purpose and Detail Art is created for different purposes. Understanding the context in which it was created will help pupils understand the purpose and details of different artworks with will enable them to create thoughtful and sensitive artwork of their won.</p>	<p>Shape, Form and Space The use of shape, form and space is integral to pupils understanding of how 2D and 3D art work is produced. Pupils will combine this understanding with their learning In maths to develop a deeper understanding of shape, form and space.</p>
<p>Pattern and Texture Pupils explore repeating patterns, patterns in nature and recreate different textures within their artwork.</p>	<p>Colour Colours can be represented using the colour wheel. Pupils will learn about primary, secondary and tertiary colour. Mixing colours and selecting complementary and contrasting colours for varying affects.</p>	<p>Evaluating and Reflecting Using carefully selected questioning pupils are encourage to reflect upon their own and their peers art work. Using oracy skills along with written evaluations pupils will evaluate specific elements of professional artists work, their own work and that of their classmates.</p>		

Progression of Substantive Concepts

EYFS	KS1	LKS2	UKS2
Collage			
<ul style="list-style-type: none"> Explore a range of materials such as pasta, shells, rice, tissue, paper, string, fabric and begin to respond to different textures. Begin to choose materials with different textures, 	<ul style="list-style-type: none"> Explore materials in a playful and open-ended manner. Select from a range of materials and say why they have been chosen. Try out a range of materials & recognise they have different qualities. Sort materials for different purposes. Begin to enjoy using materials in different ways. 	<p>Consider how best to attach materials to the collage. Use materials with a growing sense of purpose to achieve particular results. Express themselves as developing artists as they explore materials and collage techniques.</p>	<ul style="list-style-type: none"> Look at collages by other (famous) artists and explore ideas from these in their own work. Experiment with a range of materials and make decisions about which materials are most suited to the collage created

<p>colours and shapes to collage.</p>	<ul style="list-style-type: none"> • Begin to manipulate materials when exploring them e.g. through cutting and tearing to create different effects. 	<p>Further manipulate materials when exploring them e.g. through ripping, curling, scrunching to create more effects.</p>	<ul style="list-style-type: none"> • Apply knowledge and understanding of other artists' work into their own work. • Continue to explore different materials for use in their own work. • Decorate using a variety of techniques, including drawing, painting, and/or printing on top of the collaged materials. • Learn about different techniques and styles in collage (e.g. Cubism). • Learn how to attach materials, including fabric and those embellished with decorative pieces (such as sequins or beads) using stitching and appliqué techniques.
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Digital Media

<ul style="list-style-type: none"> • Computer, click, iPad, photo, print, cut out, collage, 3D, view, image, camera, screen • Use a simple program to explore the use of colour when creating images. • Use a simple paint program to explore the use of tools and the different types of line that can be achieved. • Use a simple paint program to explore the 	<ul style="list-style-type: none"> • Identify and recognise examples of photography as a visual tool and an art form. • Use an iPad/camera to take photographs and video. • Know how to save, reopen and print work. • Use a simple graphics package to create images and various effects with lines, shapes, colour and texture. • Manipulate pictures using a simple program. • Use digital media (film and still photos) to create records of artwork. • Use documenting the artwork as an opportunity for discussion. 	<ul style="list-style-type: none"> • Edit and manipulate photos using a simple program. • Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images. • Use a graphics package to create images and effects with lines, shapes, colours and textures to 	<ul style="list-style-type: none"> • Use a graphics package to import or create/manipulate images. • Use software packages to create pieces of digital art with a focus on different qualities of line. • Take digital photos and use software to develop, alter and adapt them into work with meaning. • Create digital images with animation and
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<p>tools needed to create shapes.</p> <ul style="list-style-type: none"> • Use iPads to take photographs. 	<ul style="list-style-type: none"> • Select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition) • Control focus, or zoom settings or move closer when composing photographs • Use digital media (film and still photos) to create records of artwork. • Use documenting the artwork as an opportunity for discussion. 	<p>manipulate and create images.</p> <ul style="list-style-type: none"> • Use a digital and video camera. • Edit and manipulate photos using a simple program. • Print results and use to create collage and other art work. • Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images. • Use digital media to make animations from the drawings that move. • Edit and manipulate photos using a simple program. • Record, collect and store visual information digitally. • Present recorded visual images using software e.g. PowerPoint. • Use a graphics package to create images and effects with shapes to manipulate and create images. • Take photographs and videos and use digital media as a way to re-see work. 	<p>sometimes incorporate sound to communicate ideas.</p> <ul style="list-style-type: none"> • Take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. • Use a graphics package to import or create/manipulate images. • Explore ideas using digital sources i.e. internet, iPads. • Record, collect and store visual information digitally. • Present recorded visual images using software e.g. PowerPoint.
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Drawing

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| <ul style="list-style-type: none"> • Begin to make choices in which drawing tools to use. • Begin to develop fine motor skills to make marks on the page, as well as in other forms in EYFS e.g. foam, sand, water, rice trays. • Explore different textures. • Begin to use drawings to tell a story. • Begin to use enclosed shapes to represent people or objects and include some features such as circles for eyes, lines for hair and limbs for people. • Draw from memory. | <ul style="list-style-type: none"> • Use a variety of drawing tools to create different marks and lines. • Produce a variety of marks, lines and symbols. • Explore different textures. • Experiment with drawing tools and different surfaces. • Draw a way of recording experiences and feelings. • Discuss the use of shadows, light and dark. • Observe and draw landscapes. • Observe patterns. • Observe and record basic anatomy (faces, limbs). • Look carefully at the subject that is being drawn. • Add further detail in their drawings of people including facial features (eye brows, eye lashes, ears, nose). • Sketch to make quick records. • Develop an awareness in drawing people – particularly their faces. • Consider where the eyes/ ears /mouth need to go (in relation to each other) on a face. • Create initial sketches as a preparation for painting. | <ul style="list-style-type: none"> • Begin to look at scale and proportion in other artist's work. • Create computer-generated drawings. • Experience experimental drawing, following the children's own interests/affinities. • Increase children's confidence by providing an opportunity for them to have ownership of their drawing by increased choice-making in their work. | <ul style="list-style-type: none"> • Begin to see the effect light has on objects and people from different directions. • Interpret the texture of a surface. • Observe the effect of light on objects and people from different directions. • Interpret the texture of a surface. • Produce increasingly accurate drawings of people. • Explore the concept of perspective. • Start to learn about the effect of light and shadow when drawing people. • Create accurate drawings of whole people including proportion and placement. • Start to explore the concept of perspective. • Create digital drawings using IT skills. • Starts to work on a variety of scales. • Produce increasingly accurate drawings of people. • Use mark-making and other drawing techniques to interpret the texture of an object with increasing accuracy. |
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Painting

- Explore paint using a wide variety of tools, e.g. hands/fingers/ straws/ cars/sponges/twigs/ vegetables and fruit
- Create irregular painting patterns.
- Create artwork with simple symmetry.
- Provide opportunities to explore, experiment and communicate ideas through colour and mark-making, using a variety of materials and tools.
- Explore how colours can be changed and begin to use vocabulary, such as, light dark, colour names and change.
- Use simple lines.
- Use lines to enclose shapes.

- In KS1 the focus shifts – children begin to represent the visual world as accurately as possible and control their materials (to get them to do exactly what they want them to do).
- Discover the interplay between materials e.g. wax resistance and water colour.
- Explore with different textures such as sawdust, sand, corn flour etc.
- Create repeating patterns.
- Demonstrate an awareness of and discuss different patterns.
- Create patterns with symmetry.
- Explore painting on different surfaces, such as, fabric and using different scales.
- Create and experiment with regular and irregular patterning.
- Create natural and manmade patterns.
- Discuss the difference between regular and irregular patterns.
- Learn to recognize primary colours and use an experiential approach to simple colour mixing to discover secondary colours.
- Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.
- Discuss harmonious and complementary colours.
- Use straight and geometric lines.
- Use curved lines

- Begin demonstrating a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours.
- Explore how certain colour ranges/combinations affect the outcome of a project.
- Work on preliminary studies to test media and materials.
- Create imaginative work from a variety of sources.
- Associate colour with different emotions e.g. Blue – sadness, green – jealousy, red – anger/love, yellow – calm/happiness etc.
- Make tints and shades by adding white and black to existing colours.
- Use more specific colour language e.g. tint, tone, shade, hue.
- curved, horizontal, diagonal, free-form.
- eye of viewer, contrasting lines, round / curvy, free-form,
- diagonal

- Select and mix colours with confidence to depict own thoughts, feelings and intentions as well as to create atmosphere.
- Use dark or light paint to make pictures look as if there is light shining within them, or to make them look as if objects, people or places are in shadow.
- Use tone and colour to create a certain feeling such as sombre, sadness, eerie or happy.
- Start to develop a personal style using different tones and mixed media.
- Begin to recreate colours used by impressionist painters.
- Mix colours after studying, testing and choosing appropriate materials.
- jagged,
- edgy , smooth, fluid

Printing

- Enjoy taking rubbings: leaf, brick, coin.
- Develop simple patterns by using objects.
- Create simple pictures and patterns by printing with a variety of objects.
- Imprint into dough or clay.
- Name colours used when printing and describe patterns made.
- Print with block colours.
- Use stencils to create a picture.
- Print simple pictures by printing from objects.
- Print using 3D shapes and explore the different faces of shapes.

- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Explore printing in relief to create simple patterns.
- Print using impressed images and begin to understand the notion of positive and negative.
- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- To explore pattern and texture and demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.
- Explore colour contrast created by printing and introduce the notation of positive and negative.
- Experiment with overprinting motifs and colour.
- Demonstrate experience of line through impressed printing: drawing into ink, printing from objects.
- Explore line by printing in relief: string and card.
- Demonstrate experience of line through impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.
- Use lines to create simple prints i.e. mono-printing.
- Make simple marks on rollers and printing palettes.
- Consider shape, form and space when designing and printing.
- Produce a clean printed image with different objects.
- Explore shape through creating simple prints and pictures.
- Begin to produce a clean printed image with different objects and shapes.

- Demonstrate experience in combining prints taken from different textured or shaped objects to produce an end piece.
- Demonstrate experience in 3 colour printing.
- Mix colours by overlapping colour prints.
- Continue to explore line through both mono-printing and relief printing.
- Print simple pictures using different printing techniques.
- Combine prints taken from different objects.
- Demonstrate an increased awareness of mono and relief printing.
- Combine prints taken from different objects to produce an end piece showing awareness of shape, form and space.
- Increase experience in multiple colour printing.

- Start to overlay prints with other media exploring texture and pattern.
- Demonstrate experience of exploring pattern and texture through a range of printmaking techniques.
- Describe techniques and processes they have used (including texture and pattern).
- Continue to gain experience in overlaying colours.
- Develop style using tonal contrast and mixed media.
- Show experience in a range of mono print techniques.
- Start to overlay prints with other media exploring shape, form and space.
- See positive and negative shapes.

Textiles

Have access to a wide range of textured fabrics and opportunities to begin weaving using a range of materials.
Investigate naming different colours using fabric swatches, yarn etc.
Experiment with the effects of using contrasting and complimentary colours.

- Experiment with twisting and spinning different types of thread together.
- Investigate the technique of weaving and experiment producing woven effects showing an understanding of colour and texture.
- Use simple over/under weaving, looping and knotting techniques. Attach fabric to a frame in different ways.
- Continue to develop weaving skills weaving on different looms and combining various warp and weft materials.
- Practise simple drop spinning (<https://www.youtube.com/watch?v=bKAJTKvIOnE>) techniques to create different yarns from raw wool that they can be used in weaving.
- Investigate ways to change the colour of fabrics using natural dyes (beetroot/onion skins/eucalyptus leaves/nettles).
- Use a variety of materials including paint, dye, PVA, oil pastel etc. to change the colour of different types of fabric.
- Dip dye fabrics: Investigate how different fabrics take up dye in different ways.
- Experiment with different colours and how they can be combined in woven work – Closely observe how dyes spread across different fabrics and are taken up by the threads.

- Use resist techniques (a coating applied to a surface during dyeing process) such as paste resist to create different patterns.
- Investigate the pattern work of William Morris and create own patterns.
- Explore images of fabrics with repeated patterns and create own repeated patterns.
- Continue to experiment with different dyeing techniques e.g. tie dyeing.
- Make choices about combining different colours, drawing on knowledge of mixing colours when painting.
- Experiment with collagraph printing (a textured plate put through a press) and relief printing (ink/paint/dye is only applied to the surface but not any recessed areas) to create repeated patterns.
- Draw on learning from printing units.

- Investigate techniques of quilting.
- Design and develop intricate weaving skills using finer materials such as yarns and thread.
- Create patterns and textures with embroidery work.
- Develop an understanding of wax resist and control of tjanting tools.
- Develop and transpose linear designs on to relief print blocks and dyed backgrounds
- Develop batik skills further creating more intricate designs.

3D Modelling and Sculpture

- Explore pattern and texture through the use of clay and dough (salt dough/ play dough).
- Provide children with a range of tools and objects to cut, mold, squeeze, pinch, pull and manipulate the dough. This can be completed through continuous provision.
- Begin to use coloured blocks to construct forms and relate them to colour.
- Begin to link 3D modelling with natural forms that have been foraged, for example, leaves, sticks etc.
- Create 3D pictures using these natural forms to create lines and forms.
- Introduce the concept of junk modelling and create a new form or shape using a range of materials and pre-existing forms.

- In conjunction with other sculptural work, begin to learn about applying colour to clay and how this can be done.
- Explore painting surfaces and sealing paint using PVA glue/ varnish.
- Begin to observe the properties of different colours and how these behave when painted onto clay.
- Begin to explore the natural colours around us and associate these with children's own sculpture work.
- Investigate colour combinations that link to the seasons and discover the use of natural dyes to colour children's sculptural work.
- Use linear forms such as lolly pop sticks to begin to create 3D forms based on objects around the children.
- Explore the concept of the linear form within nature. For example, by studying trees/ plants.
- Use different materials to replicate these forms.
- Build upon modelling skills in EYFS to begin to create own forms and shapes using objects around the children as molds. This can be completed through papier mâché, molding clay, coiling clay. Etc.
- Build upon prior knowledge to start to create own versions of basic forms and shapes.
- Begin to acquire a knowledge of space and scale, becoming aware of size.

- Begin to develop use of colour and sculpture by thinking about light and dark, along with shadow. How can we create these effects through sculpture building upon knowledge of colour and 3D forms?
- Begin to develop the use of colour through blocking colours. This is the idea of grouping solid colour together to create blocks of one colour.
- Apply colour blocking to artwork and link this to the use of pattern and texture.
- Begin to link the concept of line with shape, form and space. How are they related?
- Develop an understanding of how the linear relates to all objects.
- Continue to develop their understanding of the linear being linked to shape by constructing both using materials such as wire, tissue, modroc, clay and plaster.
- Use a material that is easy to manipulate- such as clay, to develop knowledge of shape and

- Explore the idea of neutral colours and how these naturally occurring shades can be used to create a neutral effect. Emphasise that using neutral colours can also allow children to focus more on the idea of form. Children can link this idea to the work of **Barbara Hepworth**.
- Learn to select colour for purpose that relates to the intention of the artwork. Children should draw upon their knowledge of colour and select appropriate palettes that relate to the themes of their sculpture.
- Begin to link the linear with structural purpose. For example, do different linear forms create a stronger sculpture with a different effect?
- Refine concept of linear use, within the children's artwork- selecting specific structures for purpose.
- Begin to explore natural and organic forms, such as, the human body.

		<p>learn how to form specific shapes.</p> <ul style="list-style-type: none">• Explore the use of molds and various clay techniques such as cutting, slab building.• Create own molds and use materials such as plaster to create a specific shape.• Begin to explore how different materials can influence shape and form. For example, children can combine materials using their knowledge of shape, form and space.• Use materials such as wire and mod roc.	<ul style="list-style-type: none">• Explore the use of materials, such as clay, to begin to create shape and form relating to naturally occurring objects.• Use knowledge of form and shape, to begin to design a form or shape and relate it to a particular space. For example, there may be a particular place within school where children could design and build a sculpture for the purpose of displaying it. They will need to think about what shape and form would be effective in this space.
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