



# St Peter's of Eaton Square C of E Primary School

## Art & D.T Curriculum Overview

### IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

### IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

### INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavor to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

# EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Units	Me, Myself and I	How can we be kind?	Are there toys in space?	Where do I live?	How do things grow?	Why do I need food?
Expressive Arts and Design Opportunities	<ul style="list-style-type: none"> <li>• Self-portraits</li> <li>• Family portraits</li> <li>• Harvest</li> <li>• Black History Month</li> <li>• Junk modelling, combine materials and use simple tools</li> <li>• Singing nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Halloween</li> <li>• Remembrance Day</li> <li>• Diwali lamps</li> <li>• Colour mixing</li> <li>• Mehndi hand patterns</li> <li>• Bonfire night paintings</li> <li>• Christmas cards</li> <li>• Hanukkah art</li> </ul>	<ul style="list-style-type: none"> <li>• Stick puppets and masks</li> <li>• Combine materials to create crowns/wands</li> <li>• Make our very own 'cuddles'</li> <li>• Chinese New Year writing</li> <li>• Valentine's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Police officer badges</li> <li>• Design and build special equipment for emergency services</li> <li>• Easter art activities</li> <li>• Make a life cycle of a chick – explore textures and materials</li> <li>• Mother's Day</li> <li>• Design and label a new house for the three little pigs – build it using</li> </ul>	<ul style="list-style-type: none"> <li>• Animal collage</li> <li>• Make a life cycle of a caterpillar– explore textures and materials</li> <li>• Create own chick incubator</li> <li>• Clay?</li> <li>• St Georges Day</li> <li>• Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawings and paintings of fruit</li> <li>• Butterfly symmetrical patterns</li> <li>• Observational drawings/paintings of mini-beasts</li> <li>• End of year self-portrait to see progress</li> <li>• Father's Day</li> </ul>
Early Years Foundation Stage Reference	<p><b>Expressive Arts and Design ELG:</b>  <b>Creating with Materials</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
Skills Progression	<ul style="list-style-type: none"> <li>• <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></li> <li>• <b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></li> <li>• <b>Create collaboratively sharing ideas, resources and skills.</b></li> </ul> <ul style="list-style-type: none"> <li>-Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</li> <li>-Provide opportunities to work together to develop and realise creative ideas.</li> <li>-Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</li> <li>-Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>-Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</li> <li>-Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</li> <li>-Visit galleries and museums to generate inspiration and conversation about art and artists</li> </ul>					

# Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Art</b> Self-Portraits	<b>D.T.</b> Constructing a windmill	<b>Art</b> Formal elements of art	<b>D.T.</b> Fabric puppets	<b>Art</b> Landscapes using different media	<b>D.T.</b> Sculptures and collages
<b>National Curriculum Reference</b>	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Use a range of materials creatively to design and make products.  Learn about the work of a range of artists, craft makers and designers	To develop a wide range of art and design techniques in using shape, form and space.  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.	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.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Use a range of materials creatively to design and make products.  Learn about the work of a range of artists, craft makers and designers	To use a range of materials creatively to design and make products.  To develop a wide range of art and design techniques in using shape, form and space.  Taught about the work of a range of artists
<b>Trips / Resources / Cross-Curricular Links</b>	The British Museum	Victoria and Albert Museum	Art Bar Workshop <a href="https://www.britishmuseum.org/learn/schools-7-11/americas">https://www.britishmuseum.org/learn/schools-7-11/americas</a>	Little Angel Theatre Puppet workshop	Waterpower Collection Science Museum of and Steam <a href="https://waterandsteam.org/">https://waterandsteam.org/</a>	Design Museum
<b>Skills Progression</b>	Primary colours. Experience colour mixing to make secondary colours & name them.  Apply mark making to painting using a range of tools.	With help measure, mark out, cut and shape a range of materials.  Assemble, join and combine materials and components together	Mix primary colours to make secondary colours Experiment with different brushstrokes using the same brush and other painting tools  Begin to show control over the types of marks	Use a variety of techniques (e.g. paper collage, mixed media, wax or oil resist, layering different textures)  Arrange materials to achieve planned effect (a	Mix primary colours to make secondary colours Experiment with different brushstrokes using the same brush and other painting tools  Begin to show control over the types of marks	Experiment in a variety of malleable media  Add different textures to work. Use key vocabulary to demonstrate knowledge and understanding in

	<p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Become confident in using pencils to sketch from observation and imagination.</p>	<p>using a variety of temporary methods e.g., glues or masking tape.</p> <p>Apply simple decoration techniques, including painting.</p>	<p>made.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, warm colours, cool colours, watercolour wash, sweep, dab.</p>	<p>complete picture or design)</p>	<p>made.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, warm colours, cool colours, watercolour wash, sweep, dab.</p>	<p>this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>
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## Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Art</b> Self-Portraits	<b>D.T.</b> Making a moving monster	<b>Art</b> Formal elements of art	<b>D.T.</b> Human Form	<b>Art</b> Sculpture and media (heroes)	<b>D.T.</b> Making a baby bear's chair
<b>National Curriculum Reference</b>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using 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>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>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>To use a range of materials creatively to design and make products</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>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>Use equipment and media with increasing confidence.</p> <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>
<b>Trips / Resources / Cross-Curricular Links</b>	Saatchi Art Gallery	Victoria and Albert Museum	Arty Party Workshop	The British Museum	Wallace Collection	Design Museum

<p><b>Skills Progression</b></p>	<p>Apply colour mixing skills to project.</p> <p>Make as many tones as possible by mixing white.</p> <p>Apply to paint &amp; other media e.g., pastels, plasticine</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p>	<p>Begin to select tools and materials according to their characteristics; use vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join, and combine materials to make a product.</p>	<p>Use primary and secondary colours effectively to compliment each other and create warmth and coldness in paintings</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Add white and black to alter tints and shades</p> <p>Experiment with different brushes and brushstrokes and combining two or more.</p> <p>Continue to control the types of marks made with the range of media. Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Use malleable material to create an imaginary or realistic form</p> <p>Apply colour mixing skills to project.</p>	<p>Use primary and secondary colours effectively to compliment each other and create warmth and coldness in paintings</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Add white and black to alter tints and shades</p> <p>Experiment with different brushes and brushstrokes and combining two or more.</p> <p>Use malleable material to create an imaginary or realistic form</p>	<p>Begin to select tools and materials according to their characteristics; use vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join, and combine materials to make a product.</p>
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## Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Art</b> Self-Portraits	<b>D.T.</b> Constructing a castle	<b>Art</b> Formal elements of art	<b>D.T.</b> Cross stitch and applique	<b>Art</b> Prehistoric Art	<b>D.T.</b> Food: Eating seasonally
<b>National Curriculum Reference</b>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using 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>To use a range of materials creatively to design and make products</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>Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <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>To use a range of materials creatively to design and make products</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>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <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>To use a range of materials creatively to design and make products</p> <p>Learn about great artists, architects and designers in history.</p>
<b>Trips / Resources / Cross-Curricular Links</b>	Saatchi Art Gallery	Design Museum	Arty Party Workshop	Victoria and Albert Museum	The British Museum	Seeds for Kids food workshop

<p><b>Skills Progression</b></p>	<p>Use sketchbook to collect and record.</p> <p>Plan, refine and alter their drawings in sketchbooks as necessary.</p> <p>Use primary, secondary and neutral colours effectively to create warm and cool tones, depth and shadow. Create different textures and effects with paint and brushes. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Select tools, equipment, and techniques suitable for the task.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work.</p>	<p>Use primary, secondary and neutral colours effectively to create warm and cool tones, depth and shadow. Create different textures and effects with paint and brushes. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>	<p>Replicate patterns from observations</p> <p>Children practise and share their learning and skills with others, giving and receiving feedback to improve</p> <p>Work in a safe, organised way, caring for equipment.</p>	<p>Use primary, secondary and neutral colours effectively to create warm and cool tones, depth and shadow. Create different textures and effects with paint and brushes. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>	<p>Use equipment and media with confidence.</p> <p>Express likes and dislikes through annotations, giving reasons why and what to do about it</p> <p>Continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p>
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## Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Art</b> Self-Portraits	<b>D.T.</b> Designing a slingshot car	<b>Art</b> Formal elements of art	<b>D.T.</b> Designing a pavilion structure	<b>Art</b> Every picture tells a story	<b>D.T.</b> Food: Following a recipe
<b>National Curriculum Reference</b>	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 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.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 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 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 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  Learn about great artists, architects and designers in history.
<b>Trips / Resources / Cross-Curricular Links</b>	The British Museum	Design Museum	Arty Party Workshop	Victoria and Albert Museum	Saatchi Art Gallery	Seeds for Kids food workshop

<p><b>Skills Progression</b></p>	<p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Use research to inspire development of drawings, display research in sketch books. Make informed choices when sketching.</p> <p>Alter and refine drawings and describe changes using art vocabulary. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Order the main stages of making.</p> <p>Explain their selection of tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p>	<p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use key sketching vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Model over a frame Use recycled, natural and manmade materials to create sculptures. Adapt work as and when necessary and explain why in sketchbooks. Photograph work for sketchbooks. Demonstrate awareness of local London and UK artist environmental sculpture. Show awareness of the effect of time upon sculptures.</p>	<p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Use research to inspire development of drawings, display research in sketch books. Make informed choices when sketching.</p> <p>Alter and refine drawings and describe changes using art vocabulary. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
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# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Art</b> Self-Portraits	<b>D.T.</b> Making a pop-up book	<b>Art</b> Formal elements of art (architecture)	<b>D.T.</b> Electronic greeting cards	<b>Art</b> Every picture tells a story	<b>D.T.</b> Food: what could be healthier?
National Curriculum Reference	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 use a range of materials creatively to design and make products  Learn about great artists, architects and designers in history.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 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  Learn about great artists, architects and designers in history.
Trips / Resources / Cross-Curricular Links	The British Museum	Design Museum	Arty Party Workshop	Tate Modern	Victoria and Albert Museum	Seeds for Kids food workshop
Skills Progression	Use sketchbooks to create a collection of observational drawings and to regularly develop and revisit ideas.  Develop drawing of landscapes, patterns, faces and objects, with increasing accuracy, using sketchbooks. Apply skills learnt to draw and sketch in a sustained and	Produce appropriate lists of tools and techniques according to their functional properties.  Measure and mark out accurately.  Use skills in using different tools and equipment safely and	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style.	Present in depth development of ideas in sketchbooks.  Build knowledge of techniques by experimenting and predicting what might happen.  Children continue to practise and share their	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style.	Compare ideas, methods and approaches, explaining likes, dislikes.  Annotate and evaluate work in sketch books. Make links with own work and that of focus artist (see 'work of other artists' section)

independent way from observation, experience and imagination.

Start to develop their own style using tonal contrast and mixed media.

accurately.

Cut and join with accuracy to ensure a good-quality finish to the product

Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists

learning and skills with others, receiving and offering feedback to improve.

Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Art Self-Portraits	D.T. Designing a playground	Art Still life	D.T. Designing a waistcoat	Art Make my voice heard	D.T Food: what could be healthier?
National Curriculum Reference	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Learn about great artists, architects and designers in history.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  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 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  Learn about great artists, architects and designers in history.
Trips / Resources / Cross-Curricular Links	The British Museum	Victoria and Albert Museum	Arty Party Workshop	Design Museum	Saatchi Art Gallery	Seeds for Kids food workshop
Skills Progression	Rely more heavily on sketch books to practice and improve drawing skills. Show confidence in drawing and sketching in a sustained and independent way from observation, experience and imagination.  Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Develop the effect of light on objects and people from different directions, using tone.	Demonstrate experience in relief and freestanding work using a range of media.  Recognise sculptural forms in the environment: Furniture, buildings  Confidently create a simple form using a range of equipment.  Solve problems as they occur.	Use key vocabulary learned accurately, e.g. shading, thick and thin, light, dark, tone, shape, outline, form, smudge, blend, mark, mural, fresco, portrait, graffiti.  Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Develop the effect of light on objects and people from different directions, using tone.	Demonstrate experience in relief and freestanding work using a range of media.  Recognise sculptural forms in the environment: Furniture, buildings  Confidently create a simple form using a range of equipment.  Solve problems as they occur	Rely more heavily on sketch books to practice and improve drawing skills. Show confidence in drawing and sketching in a sustained and independent way from observation, experience and imagination.  Use a variety of techniques to add interesting effects (e.g. reflections, shadows,	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate and evaluate work in sketch books. Make links with own work and that of focus artist (see 'work of other artists' section)

direction of sunlight).  
Develop the effect of  
light on objects and  
people from different  
directions, using tone