

## **CURRICULUM MAPPING FOR: ART**

### **Curriculum Intent Statement:**

At Paulton Infant School we believe all of our pupils are artists, with their own unique creative talents and ideas built on their knowledge of the world around them. We endeavour to inspire their artwork, by providing a rich and vibrant curriculum that both engages and challenges our pupils. We strive to provide children with the knowledge and skills to experiment and create their own works of art, craft and design based on their own unique expressions. Individuality is celebrated and encouraged through a shared appreciation for each other's creations and collaboration both across the school and the wider community.

Effective teaching and learning develops children's understanding of the world, provides opportunities to experience a sense of awe and wonder and an appreciation of art in all its forms. We are ambitious in our expectations of all pupils, ensuring strong cross curricular links. Our curriculum allows children to 'travel' to different countries and experience different cultures, exploring the lives of different inspirational artists. Art allows our children to travel back in time and compare past and present, supporting them to understand themselves and find their place in the world. We provide a wide range of opportunities for our pupils to create their own artwork using drawing materials, paint, clay, textiles, collage and 3D materials. Children are taught to think critically and evaluate their work and the work of others, providing effective feedback and advice built on their knowledge and skills. Children are taught how art and design both reflect and shape our history, and contribute to our world's diverse culture and creativity. In addition to our classroom based art lessons, we use every opportunity to use the outside environment by using natural objects to create art, sketching and large scale art.

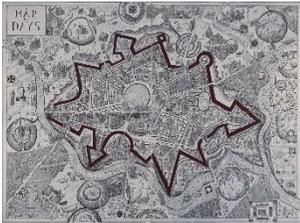
In D.T. we focus on the cycle of design, make and evaluate for each set of lessons, whilst developing children's technical knowledge and vocabulary. We aim to instil a love of cooking and develop children's knowledge of food hygiene, whilst promoting the enjoyment of a range of foods as part of a healthy balanced diet. We empower our children to become engineers, developing ideas and effective strategies to improve their designs with determination and resilience.

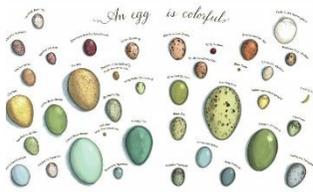
It is central to our practise that all our children feel success, supporting their developing self-confidence, independence and creativity. We strongly believe that exploration in both Art and D.T supports the development of pupils' well-being, appreciation of the world and builds their empathy towards others. Art is used across the school as a mindfulness tool, supporting our school's commitment to building self-esteem and positive mental health.

We are proud that our Art and D.T curriculum celebrates our close links with our local community and throughout the year we enjoy opportunities to work collaboratively with local artists and community groups to create art pieces that are displayed both in the village and art galleries in Bath. Our curriculum further celebrates these local links, providing opportunities for our pupils to learn more about the history of Bath and Paulton.

We encourage our pupils to feel proud of their art work and give them the opportunity to display their work both in classrooms and around the school. Each class has the opportunity to exhibit art work in other areas around the school and our vibrant displays are regularly changed to ensure interest and excitement is sustained, and to provide coverage of the curriculum.

EYFS (with Development Matters 2021)						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOCUS	Settling into school Autumn	Colour Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
BUILDING FROM	Building on conversations and observations with children as they draw, paint and create using a range of materials.					
Early Learning Goals	<p><b>ELG: 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> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors and paint brushes.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and</li> </ul>	<p>Safely using and storing resources including:</p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Cutting skills</li> </ul> <p>Developing pencil control using the correct grip</p> <p>Drawing shapes, use of rulers and fine motor activities</p> <p>Following instructions to draw figures, draw along, art hub, draw with Rob Biddulph</p>	<p>Colour mixing</p> <ul style="list-style-type: none"> <li>• Combining primary colours to make new colours</li> <li>• Creating different shades of colour</li> <li>• Using a paintbrush</li> <li>• Using a variety of paint types: poster, watercolour, powder, acrylic</li> </ul> <p>Experimenting with colour, design, texture, form and function</p>	<p>Construct, join and build with a range of junk modelling materials</p> <p>Select resources and tools with a purpose in mind</p> <p>Learn a range of attachment techniques</p> <p>Working collaboratively to make a junk model</p>	<p>Representing ideas in different ways: collage, drawing, painting, modelling</p> <p>Explore a range of malleable materials including clay, salt dough, plasticine, playdoh</p> <p>Notice changes in the environment and represent them in the form of a landscape picture</p>	<p>Observational drawing and painting</p> <p>Representing ideas in different ways: collage, drawing, painting, modelling</p> <p>Working collaboratively to paint an observational picture</p>	<p>Fabric printing</p> <p>Tie dying fabric</p> <p>Collage with fabric</p> <p>Mixing paint to produce different skin and hair colours</p> <p>Working collaboratively to make a fabric wall hanging</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>

<p><b>developing their ability to represent them.</b></p> <ul style="list-style-type: none"> <li><b>Create collaboratively sharing ideas, resources and skills.</b></li> </ul>	<p>Safely use and explore a variety of materials, tools and techniques</p> <p>Working collaboratively towards a class portrait, display board, celebrating our differences (whole class mural or tea towel)</p>	<p>Working collaboratively towards an abstract painting</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Working collaboratively to produce a landscape painting in Spring</p>		
<p><b>KNOWLEDGE</b></p>	<p>Look at range of portraits and line drawings</p> <p><b>Yayoi Kusama</b> – Japanese artist (link to Pumpkin Soup – English)</p> <p><b>Frida Kahlo</b>- self-portraits</p> <p><b>Andy Goldsworthy</b> - Create artwork using natural materials</p>  <p><b>Nature Weaving</b> Try out weaving using sticks, string and</p>	<p>I am an artist</p> <p>Abstract colour art (<b>Frank Bowling</b> – BAME)</p>  <p>Abstract art work <b>Wassily Kandinsky</b></p>  <p><b>Paul Klee</b> Use abstract art as an inspiration to</p>	<p>How two items can be joined using various tools, techniques and materials</p> <p>Look at a range of models</p> <p><b>Junk model</b> – space rockets, then add paint for details</p> <p>Look at <b>Peter Thorpe</b> – paintings of rockets</p> 	<p>Observational Drawing</p> <p>Look at a range of observational drawings</p> <p><b>Vincent Van Gogh</b> – look at Sunflowers painting</p> <p><b>Cedric Morris</b>- using art to invent new species of plant and animal.</p>  <p><b>What is a gallery?</b></p>	<p>What is a landscape painting?</p> <p>Look at paintings of our local area, Bristol and Bath, exploring farmland and the cities, creating line drawings or watercolours of our local area.</p>  <p>focus on local history of Bath. Comparison of life now using photographs.</p> <p>Create oil pastel and watercolour paintings.</p> <p>Cross curricular link to DT, use collage and junk</p>	<p>Look at a range of textiles and techniques for changing materials</p> <p>Look at <b>Map of Days by Grayson Perry</b>, (<i>more info can be found on the Victoria Art Gallery website</i>) create maps of imaginary journeys</p>  <p>Observational drawing of different places around the world</p>

	<p>leaves - inspired by Kurt Jackson's exhibition in The Victoria Art Gallery, Bath.</p>  <p>Sketching, line drawings of Autumn leaves and woodland animals</p> <p><b>Self-portraits – assessment piece</b></p>	<p>create large rangoli pattern artwork</p>	<p><b>Chinese New Year-</b> link to dragon drawing, Victoria Art Gallery, Art Club video tutorial</p>	<p>Look at <b>Sylvia Long</b> (illustrator of A quiet egg) – sketch different eggs, add colour with watercolour paints and collage for texture.</p>  <p>Showcase Egg art using a EYFS gallery to celebrate learning.</p>	<p>modelling to create farm machines</p>	<p><b>Art to tell a story: Paula Rego</b></p>  <p>Use sketching/drawing skills to create an imaginary land, add colours using colour mixing skills.</p> <p><b>Self-portraits – assessment piece</b></p>
<b>VOCABULARY</b>	Colour, shape, tools, create, portrait, self portrait, mix, shade, light, dark, bright, abstract, poster, powder, acrylic, watercolour		Materials, combine, plan, purpose, join, select/choose, attach, tools, junk modelling, fold, landscape, notice, mix, background, foreground, layer, texture		Observational drawing, shade, light, dark, tone, create, sketch, plan, fabric, collage, print, cloth, texture, layer, mix, background	
<b>ASSESSMENT OPPORTUNITIES</b>	Self portrait (pencil) Line drawings of Autumn leaves and woodland animals	Abstract colour artwork inspired by Diwali and Rangoli patterns	Collage and junk modelling to make rockets	Landscape painting of the local area	Sunflower painting in the style of Vincent Van Gogh	Self portrait (pencil)

**Key Stage 1**

<b>Cycle B</b>						
	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
<b>FOCUS</b>	Deep, dark woods	The Great Fire of London	Land of the Dinosaurs	Rumble in the jungle	Inventors and Inventions	My place in the world

<p><b>NATIONAL CURRICULUM</b></p>	<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, line, shape.</b></li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</li> </ul>		<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, pattern, texture.</b></li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and <b>sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>texture, form and space</b></li> <li>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.</li> </ul>	
<p><b>BUILDING FROM (EYFS Development Matters)</b></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>		<p>Representing ideas in different ways: collage, drawing, painting, modelling Notice changes in the environment and represent them in the form of a landscape picture</p>		<p>Construct, join and build with a range of junk modelling materials Select resources and tools with a purpose in mind Learn a range of attachment techniques Working collaboratively to make a junk model Explore a range of malleable materials including clay, salt dough, plasticine, playdoh</p>	
<p><b>KNOWLEDGE</b></p>	<p><b>Focus: Drawing (and some painting)</b></p> <p><b>Colour</b> (mixing primary to make secondary colours – specifically green and orange)</p> <p>Colour mixing – green and orange.</p> <p><b>Leonid Afremov</b> – look at use of colour</p>	<p><b>Focus: Drawing (and some painting)</b></p> <p><b>Colour, Line &amp; Shape</b> “Starry Night” – bold brushstrokes and texture</p> 	<p><b>Focus: Painting (and some drawing)</b></p> <p><b>Colour - Chris Offili</b> – paintings with clay feet/stands</p>  <p><b>Pattern &amp; Texture</b> - Use clay to make</p>	<p><b>Focus: Painting (and some drawing)</b></p> <p><b>Colour, Pattern &amp; Texture</b> - mixed media work inspired by <b>Henri Rousseau</b>.</p> 	<p><b>Focus: Sculpture (and some drawing/ painting)</b></p> <p><b>Texture, Form &amp; Space</b></p> <p>Use a variety of different materials to build bridges, inspired by Isambard Kingdom Brunel</p>	<p><b>Focus: Sculpture (and some drawing/ painting)</b></p> <p><b>Texture, Form &amp; Space</b></p> <p>Paper sculptures – (link to Purnell’s) look at different folds and joins – create abstract paper sculptures</p>

	<p>Imitate artist work then create own painting in the style of.</p>  <p><b>Line &amp; Shape</b> Line drawings – leaves</p> <p>Different types of lines – adding detail to leaves</p> <p><b>Self-portraits –</b> assessment piece</p>	<p>Use oil pastels/chalk to make own pictures</p>	<p>dinosaur eyes adding patterns and texture with clay tools)</p>  <p><b>Mary Anning</b> (Skeleton drawings)</p> 	<p>Imitate his work – copy a famous painting.</p> <p>Create own jungle/garden /playscape pictures in his style. (paint and collage)</p> <p>Sketching jungle animals and plants</p>	<p>Using clay invent characters inspired by Wallace and Gromit and the Aardman Studios</p> 	 <p>Printing (link to Purnell's) – using polystyrene tiles, sketch design and then print. Linked to – <b>Andy Warhol</b> (Marilyn)</p>  <p>Monroe/repeated images)</p> <p><b>Self-portraits –</b> assessment piece</p>
<p><b>VOCABULARY</b></p>	<p>Line, shape, 2d, tone, colour, shade, blend, smudge, brushstroke, bold, mix, create, self portrait, light, dark, poster paint, watercolour paint, landscape</p>		<p>Vocab from term 1 and 2, adding in: texture, pattern, portrait, landscape, notice, mix, background, foreground, layer, texture</p>		<p>Vocab from term 1-4, adding in:3d, form, space, materials, combine, plan, purpose, join, select/choose, attach, tools, junk modelling, fold</p>	
<p><b>SKILLS</b></p>	<p><u>Pencil</u></p> <ul style="list-style-type: none"> <li>Using a range of B/HB pencils</li> </ul>		<p>As last term and also:</p>		<p>As last term and also:</p>	

	<ul style="list-style-type: none"> <li>Using different types of lines – so using the pencil in a different way for a particular effect</li> </ul> <p><u>Colour mixing</u></p> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> </ul> <p><u>Oil pastels</u></p> <ul style="list-style-type: none"> <li>Selecting a colour</li> <li>Using the end and side of the pastel for a particular effect</li> <li>Smudging/blending for effect</li> </ul> <p>Talking about/commenting on an artist’s work – both their style and individual pieces of work.</p> <p>Applying the style of an artist’s work to their own art work.</p>	<p><u>Clay</u></p> <ul style="list-style-type: none"> <li>Shaping and cutting clay</li> <li>Using clay tools</li> <li>Adding texture to clay</li> <li>Joining pieces of clay</li> </ul> <p><u>Collage</u></p> <ul style="list-style-type: none"> <li>Selecting appropriate materials and colours</li> <li>Cutting and assembling</li> <li>Glueing/attaching securely</li> </ul> <p>Talking about/commenting on an artist’s work – both their style and individual pieces of work.</p> <p>Applying the style of an artist’s work to their own art work.</p>	<p><u>Paper sculpture</u></p> <ul style="list-style-type: none"> <li>Cutting (different scissor types)</li> <li>Different folds eg concertina</li> <li>Joining</li> </ul> <p>Pencil</p> <ul style="list-style-type: none"> <li>Using a range of B/HB pencils</li> <li>Using different types of lines – so using the pencil in a different way for a particular effect</li> </ul> <p>Colour mixing</p> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> </ul> <p>Talking about/commenting on an artist’s work – both their style and individual pieces of work.</p> <p>Applying the style of an artist’s work to their own art work.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Drawing: Self portrait Painting: Leonid Afremov inspired painting</p>	<p>Painting: Chris Offili inspired painting Drawing: Dinosaur skeleton drawings</p>	<p>Printing: creation of Warhol inspired print Drawing: Self portrait</p>

Cycle A						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOCUS	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and villains	A Bugs life	At the Seaside
NATIONAL CURRICULUM	<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, line, shape.</b></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, pattern, texture.</b></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>colour, pattern, texture.</b></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use <b>drawing, painting</b> and <b>sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using <b>texture, form and space</b></li> <li>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.</li> </ul>		
BUILDING FROM	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.		Representing ideas in different ways: collage, drawing, painting, modelling Notice changes in the environment and represent them in the form of a landscape picture		Construct, join and build with a range of junk modelling materials Select resources and tools with a purpose in mind Learn a range of attachment techniques Working collaboratively to make a junk model Explore a range of malleable materials including clay, salt dough, plasticine, playdoh	
KNOWLEDGE	<p><b>Focus: Drawing (and some painting)</b></p> <p><b>Line &amp; shape</b> Sketching different parts of a castle.</p> <p>Sketching different castles from photos/ castle leaflets. From life if trip to Farleigh Hungerford goes ahead.</p>	<p><b>Focus: Drawing (and some painting)</b></p> <p><b>Line &amp; shape</b> <b>Colour</b></p> <p>Look at artist <b>Sarah Graham</b> – sweet wrappers designs.</p> <p>Draw different sweet wrappers, use watercolours</p>	<p><b>Focus: Painting (and some drawing)</b></p> <p><b>Pattern &amp; Texture</b> Sketch art animals and their habitats (build on line work from last term)</p> <p>Collage – look at <b>Eric Carle</b> – create</p>	<p><b>Focus: Collage, Painting (and some drawing)</b></p> <p><b>Line &amp; shape</b> Design a superhero outfit/cape – look at work of <b>Brigit Riley</b>. Look at colour, pattern, texture and optical illusions.</p>	<p><b>Focus: Sculpture (and some drawing &amp; painting)</b></p> <p><b>Line &amp; Shape</b> Detailed sketching of different insects, using the resin bugs and bug hunting as inspiration</p>	<p><b>Focus: Sculpture (and some drawing &amp; painting)</b></p> <p><b>Texture &amp; Form</b> Sketches of shells/pebbles &amp; beach</p>

Look at Bayeux Tapestry – sketch different parts.

Create a contemporary version – of a different event

**Colour** – Look at **JMW Turner's** castle paintings



Watercolour paintings of a real/imaginary castle (ideally from photos from school trip)

**Self-portraits** – assessment piece

Draw different sweets (line and shape)



**GILLIAN AYRES** – Abstract paintings, explore the Tate Gallery website, explore how art inspires feelings



arctic animal pictures in his style.

**Colour**  
Colour mix and paint paper in colours needed to then cut up and collage (Eric Carle)



Watercolour pictures of the Northern Lights

Create watercolour images of arctic animals – look at the style of **Catherine Forshall**



(painter)

Imitate her work – different pieces.

Apply into designing own outfit in her style.



**Roy Lichtenstein** – comic art – draw own comic character (superhero) in his style.



**Texture & Form**

Clay – make bugs using clay – adding texture.

Leave to dry and paint with acrylic and then PVA to seal. Link to preserving species (build on Mary Anning work), create museum style work – preserved insects in cabinets.



Look at **William Morris** – create patterned backgrounds for bugs to live on.

**Line & Shape:** Use science preserved insects for

Look at **Pierre Auguste Renoir** (seaside paintings)



Or **Georges Seurat** – bathers' paintings and bring in photos of their own beach holidays and recreate those in paint – watercolours/poster paint

**Rock painting** using acrylic paints to make story stones. Local link to Paulton Rocks, during lockdown. Build community links to allow children to hide their stones around the village.



**Self-portraits** – assessment piece

					observational drawing.	
<b>VOCABULARY</b>	Line, shape, 2d, tone, colour, shade, blend, smudge, brushstroke, bold, mix, create, self portrait, light, dark, poster paint, watercolour paint, landscape		Vocab from term 1 and 2, adding in: texture, pattern, portrait, landscape, notice, mix, background, foreground, layer, texture		Vocab from term 1-4, adding in:3d, form, space, materials, combine, plan, purpose, join, select/choose, attach, tools, junk modelling, fold	
<b>SKILLS</b>	<u>Pencil</u> <ul style="list-style-type: none"> <li>Using a range of B/HB pencils</li> <li>Using different types of lines – so using the pencil in a different way for a particular effect</li> </ul> <u>Colour mixing</u> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> </ul> <u>Oil pastels</u> <ul style="list-style-type: none"> <li>Selecting a colour</li> <li>Using the end and side of the pastel for a particular effect</li> <li>Smudging/blending for effect</li> </ul> <p>Talking about/commenting on an artist’s work – both their style and individual pieces of work.</p> <p>Applying the style of an artist’s work to their own art work.</p>		<u>Colour mixing</u> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> </ul> <u>Collage</u> <ul style="list-style-type: none"> <li>Selecting appropriate materials and colours</li> <li>Cutting and assembling</li> <li>Gluing/attaching securely</li> </ul> <p>Talking about/commenting on an artist’s work – both their style and individual pieces of work.</p> <p>Applying the style of an artist’s work to their own art work.</p>		<u>Clay</u> <ul style="list-style-type: none"> <li>Shaping and cutting clay</li> <li>Using clay tools</li> <li>Adding texture to clay</li> <li>Joining pieces of clay</li> </ul> <u>Colour mixing</u> <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> </ul> <u>Oil pastels</u> <ul style="list-style-type: none"> <li>Selecting a colour</li> <li>Using the end and side of the pastel for a particular effect</li> <li>Smudging/blending for effect</li> </ul> <p>Applying the style of an artist’s work to their own art work.</p>	
<b>ASSESSMENT OPPORTUNITIES</b>	Drawing: Self-portrait (pencil) Sketching castles Painting: Watercolour painting castles	Drawing: Sketching different sweets Painting: Sweet wrapper design	Drawing: Sketch artic animals and their habitats Painting: Watercolour pictures of the Northern Lights	Drawing: Design a superhero outfit/cape Painting: comic art – draw own comic character	Drawing: Bug sketching Painting: Painting clay models of insects	Drawing: Self-portrait (pencil) and Sketches of shells/pebbles & beach Painting: Beach painting/story stones

## Useful Website Links:

[Tate Kids | Tate](#)



[Learning for Life | The Victoria Art Gallery \(victoriagal.org.uk\)](http://victoriagal.org.uk)