

**Milestone LO**




- I am learning to explore, use and refine a variety of artistic effects to express my ideas and feelings when drawing people and characters.
- I am learning to hold a pencil effectively in preparation for fluent writing and drawing.
- I am learning to show accuracy and care when drawing.
- I am learning to safely use and explore a variety of materials, tools and techniques.


**During each step, I will have the opportunity to:**

- Return to and build on my previous learning, refining ideas and developing my ability to represent them.
- Share my creations, explaining the process I have used.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
<b>Drawing</b>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• Drawings are created when artists use tools to mark paper, or other flat surfaces.</li> <li>• Tools can be: pencils, crayons, paint brushes etc.</li> <li>• A pencil is something you can hold in your hand. Pencils make marks on paper and other surfaces. A pencil can be used to write or create a drawing.</li> <li>• The correct way to hold a pencil is using the tripod grip. To do this, we grip the pencil between our thumb and first two fingers</li> <li>• A line is the path of a dot that moves.</li> <li>• Lines can be curved, straight, wavy, or zig-zag: Straight lines keep going in the same direction. Curved and wavy lines gradually change direction. Zig-zag lines suddenly change direction.</li> <li>• Shapes, objects and figures in my drawings can be made with different lines.</li> <li>• Objects exist within a space (e.g. objects are placed on a page or within a frame).</li> <li>• We can draw something we see in front of us, like an object or person, or we can draw something that is from our imagination, which we cannot see in front of us.</li> <li>• When drawing a portrait, start with the outline of the face (an oval shape) then draw in the details like eyes, nose and mouth.</li> <li>• Paint and a painting tool can be used to create a drawing.</li> <li>• Paint is a coloured liquid that can be spread over a surface, which then goes dry.</li> <li>• A paint brush is a tool you hold in your hand. You dip it in paint and can use that to make marks on paper.</li> <li>• Paint can be added to a drawing to shade or colour-in areas. Tools for painting can be: paint brushes, sponges, tissue, fabric, string.</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• A portrait is a picture of a person or a group of people.</li> <li>• It aims to capture how a person looks and express something about their personality or emotions.</li> <li>• An illustrator is someone who draws pictures to help tell a story or show ideas. Their pictures are often found in books to make the words more fun and easy to understand.</li> <li>• Sometimes people in art look very real and sometimes they look more like cartoons or imaginative characters.</li> </ul> <p><b>Gustav Klimt's Portraits</b></p> <ul style="list-style-type: none"> <li>• Gustav Klimt was an artist from Austria who painted beautiful portraits of people.</li> <li>• His portraits often show ladies wearing fancy dresses with lots of patterns and gold.</li> <li>• Klimt was influenced by nature and shapes; he loved using swirls, flowers, and geometric designs.</li> <li>• His portraits are very decorative—there's lots of detail in the background and clothing.</li> </ul>  <p><b>The Mona Lisa</b></p> <ul style="list-style-type: none"> <li>• The Mona Lisa is one of the most famous portraits ever, painted by Leonardo da Vinci.</li> <li>• She has a very mysterious smile—no one really knows what she's thinking!</li> <li>• The Mona Lisa looks very real because Da Vinci studied how people look carefully, especially their faces and expressions.</li> </ul>  <p><b>Axel Scheffler's Illustrations</b></p> <ul style="list-style-type: none"> <li>• Axel Scheffler is the illustrator of The Gruffalo and many other children's books.</li> <li>• He draws characters like people and animals in a fun, cartoon style with big eyes and expressive faces.</li> <li>• His illustrations are bright and colourful, making the characters look friendly and easy to understand for children.</li> <li>• Axel Scheffler works closely with authors, like Julia Donaldson, to bring their stories to life with his drawings.</li> </ul> 	<p>To explain that an artist is someone who creates art. To explain that artists are people who create art to express themselves or share ideas, using different materials and techniques.</p> <p>To describe a work of art in my own words.</p>

		<p><b>EH Shepards illustrations</b></p> <ul style="list-style-type: none"> <li>• E. H. Shepard drew the pictures of Winnie-the-Pooh and his friends using simple lines and gentle shading to make them look soft and friendly.</li> <li>• He loved nature. He looked at real animals and trees in nature to help him draw. This is why his pictures feel so lifelike and full of detail.</li> <li>• Shepard's drawings told part of the story through pictures. He worked closely with writer A. A. Milne, making his art match the words in the stories perfectly.</li> </ul> <p><i>If wanted, teachers could replace these illustrators with others relevant to other curriculum areas.</i></p>	
<p><b><u>Vocabulary</u></b></p>	<p>Drawing Paint Tools Line Marks Art Artist Portrait Illustration Illustrator</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Introduce real portraits for children to observe and describe. Invite/visit a special guest for children to create a portrait of?</p>		



**Spring Term**  
Painting: Expressive Colours

**Milestone LO**



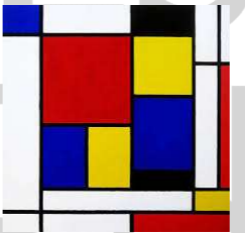
- I am learning to explore, use and refine a variety of artistic effects to express my ideas and feelings when painting.
- I am learning to use a range of small tools, including pencils, paintbrushes and scissors, competently, safely and confidently.
- I am learning to safely use and explore a variety of materials, tools and techniques, experimenting with colour and texture.

**During each step, I will be learning to:**

- Return to and build on my previous learning, refining ideas and developing my ability to represent them.
- Share my creations, explaining the process I have used.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Painting  Collage	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <i>Tools can be: pencils, crayons, paint brushes etc. (EYFS)</i></li> <li>• <i>A pencil is something you can hold in your hand. Pencils make marks on paper and other surfaces. A pencil can be used to write or create a drawing. (EYFS)</i></li> <li>• <i>The correct way to hold a pencil is using the tripod grip. To do this, we grip the pencil between our thumb and first two fingers. (EYFS)</i></li> <li>• <i>Shapes, objects and figures in my drawings can be made with different lines. (EYFS)</i></li> <li>• <i>Paint is a coloured liquid that can be spread over a surface, which then goes dry. (EYFS)</i></li> <li>• <i>A paint brush is a tool you hold in your hand. You dip it in paint and can use that to make marks on paper. (EYFS)</i></li> <li>• <i>Paint can be added to a drawing to shade or colour-in areas. Tools for painting can be: paint brushes, sponges, tissue, fabric, string. (EYFS)</i></li> </ul> <ul style="list-style-type: none"> <li>• A painting is a piece of art created with paint on a flat surface.</li> <li>• A collage is a type of art where you make a picture by sticking different materials, like paper, fabric, or photos, onto a background. You cut or tear the pieces and then stick them together to make a new picture.</li> <li>• Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings.</li> <li>• Red, yellow, and blue are the primary colours.</li> <li>• Colours have particular names (basic colour names, like red, blue, yellow, green, orange, purple, black, white).</li> <li>• Mixing two primary colours creates a new colour (e.g., red + yellow = orange).</li> <li>• Certain colours can be used to represent real objects (e.g., blue for the sky, green for grass).</li> <li>• Bright colours are colours that look strong, happy, and full of light. They stand out and catch our attention, like red, yellow, and bright blue.</li> <li>• A shape is the outline or flat area of something. Some 2D shapes are: circle, square, triangle, rectangle</li> <li>• Shapes are all around us and found in everyday objects (e.g., plates are circles, books are rectangles).</li> <li>• Materials are the different things we use to make artwork, like paper, fabric or card.</li> <li>• Materials can be stuck together using glue or tape.</li> </ul>	<p>Know that:</p> <p><b>Alma Thomas</b></p> <ul style="list-style-type: none"> <li>• Alma Thomas was an American artist known for her bright, joyful paintings that look like mosaics.</li> <li>• She was inspired by nature, like the leaves on trees, flowers, and the way sunlight looks.</li> <li>• Alma used bright, bold dots and dashes of colour, placing colours close together to create patterns.</li> <li>• She loved using lots of colours to make her art feel happy and energetic, with red, blue, green, and yellow as her favourites.</li> <li>• She was one of the first Black women to have her artwork shown in big museums in the USA, inspiring people to think about art in new ways.</li> </ul>  <p><b>Henri Matisse</b></p> <ul style="list-style-type: none"> <li>• Henri Matisse was a French artist who started with painting but later made collages, especially as he got older.</li> <li>• Matisse was inspired by shapes from nature, like leaves, flowers, and sea creatures, and called this "painting with scissors."</li> <li>• He cut out big, colourful shapes from paper and arranged them to create bright, eye-catching designs.</li> <li>• Matisse used bold, bright colours—red, blue, yellow, and green—to make his art look exciting and cheerful.</li> <li>• His collages inspired artists around the world to try new ways of making art, showing that art can be made without painting or drawing.</li> </ul>  <p><b>Piet Mondrian</b></p> <ul style="list-style-type: none"> <li>• Piet Mondrian was an artist from the Netherlands who loved making geometric art with shapes.</li> <li>• He was inspired by the idea of balance, like having both order and excitement.</li> <li>• Mondrian used straight black lines to create squares and rectangles, which he filled with only a few colours.</li> <li>• He mostly used primary colours—red, blue, and yellow—along with black and white to keep his work simple and bold.</li> <li>• His unique style influenced many designers and architects, and we see patterns like his in fashion and buildings even today.</li> </ul> 	<p>Know how ...</p> <p>To explore different materials (such as paper and textiles) and tools (like brushes, scissors, and glue) to create artwork.</p> <p>To recognise and talk about colours, shapes, and patterns, both in my artwork and the environment around me.</p>

<b><u>Vocabulary</u></b>	Abstract Painting Colour Shape Materials Collage Outline 2D Mixing Bright Collage
<b><u>Enrichment &amp; wider development</u></b>	Arrange a visit from Southampton Art Gallery to show some expressive paintings.



**Milestone LO**



- I am learning to explore, use and refine a variety of artistic effects to express my ideas and feelings when creating sculptures.
- I am learning to create collaboratively, sharing ideas, resources and skills.
- I am learning to safely use and explore a variety of materials, tools and techniques, experimenting with form and design.

**During each step, I will be learning to:**

- Return to and build on my previous learning, refining ideas and developing my ability to represent them.
- Share my creations, explaining the process I have used.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Sculpture	<p>Know that:</p> <ul style="list-style-type: none"> <li>• <i>Materials are the different things we use to make artwork, like paper, fabric or card. (EYFS)</i></li> <li>• <i>Materials can be stuck together using glue or tape. (EYFS)</i></li> </ul> <ul style="list-style-type: none"> <li>• A sculpture is an art form made in three dimensions, or 3-D, which means they are solid, not flat.</li> <li>• A sculptor is an artist who creates a sculpture.</li> <li>• Sculptures can be created by building/constructing with different materials.</li> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object.</li> <li>• <b>Form</b> refers to the shape of three-dimensional (3-D) objects.</li> <li>• Three-dimensional (3D) forms are solid, while two-dimensional (2D) shapes are flat.</li> <li>• Objects in the world around you have form.</li> <li>• Patterns are repeating designs that can be made using shapes, colours, or lines.</li> <li>• Patterns exist in the environment and in nature (e.g., stripes on clothes, spots on animals).</li> <li>• Patterns can be made by repeating objects, marks, or colours (e.g., using building blocks or painting dots in a sequence).</li> <li>• Texture is how something feels.</li> <li>• Objects and materials have different textures, such as smooth, rough, soft, or hard.</li> <li>• Texture can be explored by touching and feeling different materials (e.g., sand, clay, fabric).</li> <li>• Materials can be combined to create different textures in artwork.</li> <li>• Found materials are things we can find around us and recycle to make art. These might be old buttons, fabric, leaves, packaging, or pieces of paper. Artists take these items and turn them into something new.</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• Artists often use animals in their art because they are interesting and tell stories about nature and the world.</li> </ul> <p><b>Faith Bebbington</b></p> <ul style="list-style-type: none"> <li>• Faith Bebbington is a British artist who makes animal sculptures out of recycled materials, like plastic bottles and cardboard.</li> <li>• She is inspired by the movements and shapes of animals, especially big, wild animals like gorillas and tigers.</li> <li>• Faith uses recycled and everyday materials, which she carefully shapes and layers to look like the fur, feathers, or skin of the animals.</li> <li>• She creates sculptures that feel rough or bumpy, so they look like they could be real animals with lots of different textures.</li> <li>• Her work helps people think about caring for nature and animals by reusing materials instead of throwing them away.</li> </ul>  <p><b>Michelle Reader</b></p> <ul style="list-style-type: none"> <li>• Michelle Reader is a British artist who makes animal sculptures using recycled and found materials like old toys, cans, and metal parts.</li> <li>• She is inspired by the way animals look and behave, especially creatures like owls, birds, and insects.</li> <li>• Michelle uses different textures in her sculptures by combining materials with smooth, shiny, and rough surfaces, which makes the animals look realistic.</li> <li>• Her sculptures are often playful and colourful, showing animals in fun ways and helping people see the beauty in things we usually throw away.</li> <li>• By using recycled items, Michelle's work encourages people to look after the environment and be creative with materials.</li> </ul> 	<p>Know how ...</p> <p>To collaborate with others to create a piece of art.</p> <p>Artists make changes when faced with a problem or challenge while creating their art.</p>

<b><u>Vocabulary</u></b>	Sculpture Form 3D Pattern Texture Recycled Found materials Collaborate
<b><u>Enrichment &amp; wider development</u></b>	Visit New Forest Wildlife Park Observe and draw real animals to create sculpture



# Year 1

## Autumn Term Drawing: Animals in Art

### Milestone LO




- I am learning to use **drawing** to develop and share my ideas, experiences and imagination, in the context of exploring animals in art.
- I am learning to develop a wider range of art and design techniques in using **line, pattern** and **shape**.


#### During each step, I will be learning:

- to produce creative work using a range of materials, exploring my ideas and recording experiences.
- about the work of a range of artists, craft makers and designers, making links to my own work.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Drawing  Printing	<p>Know that:</p> <ul style="list-style-type: none"> <li>In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>We can draw something we see in front of us, like an object or person, or we can draw something that is from our imagination, which we cannot see in front of us. (EYFS)</li> <li>Patterns are repeating designs that can be made using shapes, colours, or lines. (EYFS)</li> <li>Patterns exist in the environment and in nature (e.g., stripes on clothes, spots on animals). (EYFS)</li> <li>Patterns can be made by repeating objects, marks, or colours (e.g., using building blocks or painting dots in a sequence). (EYFS)</li> </ul> <ul style="list-style-type: none"> <li>Media means the art materials chosen by an artist to create their artwork.</li> <li>Drawing starts with simple shapes, like circles, squares, and triangles, which can be used to build more complex pictures.</li> <li>Lines can be used to outline objects and show their shape, such as straight, curved, or zigzag lines.</li> <li>Scribbling helps practice controlling your hands and understanding how to use drawing tools like crayons or pencils.</li> <li>Colours can be added to drawings to make them bright and interesting, using different crayons, markers, or coloured pencils.</li> <li>Light and dark lines can help show different parts of a drawing, like making the outline darker and the inside lighter.</li> <li>Patterns, like dots or stripes, can be added to drawings to make them look more fun and decorative.</li> <li>Experimenting with different types of drawing tools (pencils, crayons, markers) helps create different effects and textures in pictures.</li> <li>Drawing from real objects or pictures helps develop skills in observation and looking closely at details.</li> <li>Adding details, like eyes on faces or leaves on trees, makes drawings more lifelike and complete.</li> <li>Practicing drawing regularly helps improve hand control and the ability to create clearer pictures</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>Artists often use animals in their art because they are interesting and tell stories about nature and the world. (EYFS)</li> </ul> <p><b>Mark Hearld (Printmaker)</b></p> <ul style="list-style-type: none"> <li>Mark Hearld is a British artist who loves animals and nature.</li> <li>He makes art by printing, using cut paper, and collaging.</li> <li>Mark Hearld's art is inspired by the countryside—you'll see birds, foxes, and other wild animals in his work.</li> <li>He uses bright, bold colours and mixes different textures to create fun, lively pictures of animals.</li> </ul>  <p><b>Paleolithic Cave Art</b></p> <ul style="list-style-type: none"> <li>The Paleolithic people lived a long, long time ago (over 30,000 years ago!).</li> <li>They made art on cave walls, using paint made from rocks and other natural materials.</li> <li>These cave paintings show lots of wild animals like bison, horses, and deer because animals were important for their survival.</li> <li>The artists painted by hand and sometimes even blew paint through hollow bones to create pictures.</li> <li>These pictures are very old, and they help us understand how people lived long ago.</li> </ul>  <p><b>Kenojuak Ashevak (Inuit Artist)</b></p> <ul style="list-style-type: none"> <li>Kenojuak Ashevak was a famous artist from the Inuit people who live in the cold Arctic.</li> <li>She loved drawing animals like owls, birds, and fish from her home in the Arctic.</li> <li>Kenojuak used bold lines and shapes, and her art often looks like it's full of movement.</li> <li>She worked with printmaking and drawing, using bright colours and patterns to show the animals she loved.</li> <li>Her art is inspired by Inuit traditions and nature in the Arctic, where animals are very important to her culture.</li> </ul> 	<p>To select and use a range of media (including crayons, paints, and collage materials) and techniques (drawing, printing, painting) to create simple artworks.</p> <p>To observe animals, nature, and everyday objects around me, and use them as inspiration for my art.</p>

	<ul style="list-style-type: none"> <li>• Lines can be thick or thin. You can create different thicknesses of lines by using more or less pressure, or with different tools.</li> <li>• Moving your hand in different directions changes the shape of the line. If the direction does not change the line is straight; if the direction changes slowly the line is curved; if the direction changes suddenly a corner is drawn.</li> <li>• Repetitive movements can create folds, waves, spirals and loops.</li> <li>• Lines can be grouped together in different ways to make patterns.</li> <li>• Lines can create textures (e.g., jagged lines for rough textures, smooth lines for soft textures).</li> <li>• Patterns can be found in man-made designs (e.g., fabrics, tiles, wallpaper) and natural environments.</li> <li>• Patterns can be linear (e.g., stripes, checks) or symmetrical (e.g., reflected patterns on butterflies or leaves).</li> <li>• Printing in art means making a picture that you can copy. Artists use tools to press their designs onto paper, like making a stamp.</li> <li>• Printing can be repeated to make a pattern. This means you can print the same shape again and again on the flat surface.</li> </ul>		
<p><b><u>Vocabulary</u></b></p>	<p>Straight, curved, zigzag          Linear          Symmetrical          Repeating          Printing          Media          Pressure          Thick, thin          Spirals, waves, loops          Man-made          Natural</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Drawing real animals (e.g. pets or a visit to a farm/wildlife park).          Drawing animals native to our local area.</p>		



**Milestone LO**



- I am learning to use **painting** to develop and share my ideas, experiences and imagination, in the context of painting landscapes.
- I am learning to develop a wider range of art and design techniques in using **colour** and **space**.

**During each step, I will be learning:**

- to produce creative work using a range of materials, exploring my ideas and recording experiences.
- about the work of a range of artists, craft makers and designers, making links to my own work.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Painting Collage	<p>Know that:</p> <ul style="list-style-type: none"> <li>• A painting is a piece of art created with paint on a flat surface. (EYFS)</li> <li>• Red, yellow, and blue are the primary colours.(EYFS)</li> <li>• Colours have particular names (basic colour names, like red, blue, yellow, green, orange, purple, black, white). (EYFS)</li> <li>• Mixing two primary colours creates a new colour (e.g., red + yellow = orange). (EYFS)</li> <li>• Certain colours can be used to represent real objects (e.g., blue for the sky, green for grass). (EYFS)</li> <li>• Bright colours are colours that look strong, happy, and full of light. They stand out and catch our attention, like red, yellow, and bright blue. (EYFS)</li> <li>• We can draw something we see in front of us, like an object or person, or we can draw something that is from our imagination, which we cannot see in front of us. (EYFS)</li> <li>• Media means the art materials chosen by an artist to create their artwork. (Y1)</li> </ul> <ul style="list-style-type: none"> <li>• Artists use a variety of media to add colour to their artwork, like paint, pastels, crayons, pencils.</li> <li>• In art, a colour is called a hue.</li> <li>• Orange, green and purple are the secondary colours.</li> <li>• Secondary colours (orange, green, purple) are created by mixing primary colours.</li> <li>• Colours can be mixed to make them lighter or darker, e.g adding white or black.</li> <li>• Darker values tend to be used for shadows and lighter values for highlights or lighter tones.</li> <li>• Colours can be selected to realistically represent things (e.g., blue for water, green for leaves) and that choosing the right colours for specific subjects is important.</li> <li>• Colours can be described as warm or cool. Warm colours are red, yellow, orange and cool colours are blue, green, purple.</li> <li>• Warm and cool colours can be used to show different emotions.</li> <li>• Vivid colours are colours that are bright and strong.</li> <li>• Shapes can have straight edges (angular) while some have curved edges (round).</li> <li>• Understand that shapes can be regular (symmetrical) or irregular (asymmetrical).</li> <li>• Shapes can be combined or used to form more complex images, patterns and designs.</li> <li>• Shapes can overlap to form more interesting designs.</li> <li>• Space refers to the area within, around, or between objects in an artwork.</li> <li>• Foreground means objects that appear at the front of an artwork and background means objects that appear further away.</li> <li>• Objects in the foreground appear larger than those in the background.</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• A landscape in art is a picture of the outdoors. It shows things like trees, mountains, rivers, and the sky. Artists paint landscapes to show the beauty of nature.</li> </ul> <p><b>David Hockney</b></p> <ul style="list-style-type: none"> <li>• David Hockney is a British artist who loves making colourful landscapes that show nature in a bright, bold way.</li> <li>• He is inspired by the places he lives, especially the countryside, and how it changes in different seasons.</li> <li>• Hockney often uses bright, unusual colours like pinks, purples, and greens to make his landscapes look exciting and full of life.</li> <li>• He paints and draws large shapes for trees, hills, and fields, using simple lines and patterns to show detail.</li> <li>• David Hockney’s landscapes show space by using big open skies in the background and placing trees and hills in the foreground, creating scenes that feel open and inviting.</li> </ul>  <p><b>Etel Adnan</b></p> <ul style="list-style-type: none"> <li>• Etel Adnan was an artist from Lebanon who loved creating beautiful, simple landscapes inspired by mountains and nature.</li> <li>• She was inspired by the colours and shapes of the mountains and the sea near her home.</li> <li>• Adnan used bold blocks of colour—like red, yellow, and blue—to show mountains, sunsets, and water.</li> <li>• She made simple, rounded shapes to show hills and mountains, using soft lines and smooth edges.</li> <li>• She placed mountains and hills in the foreground with soft skies in the background, creating balanced, calm and peaceful scenes.</li> </ul> 	<p>Know how ...</p> <p>To express what I like or dislike a work of art, and how to disagree with each other respectfully.</p> <p>To discuss basic art concepts, like what makes a picture interesting or how colour can change the mood of a piece.</p>

<b><u>Vocabulary</u></b>	Landscape Express Mood Emotions Hue Realistic Secondary colours Warm, cool Vivid Light, dark Regular, irregular
<b><u>Enrichment &amp; wider development</u></b>	Use of local area to draw landscapes from observation.



**Summer Term**  
Sculpture: Exploring 3D Art

**Milestone LO**




- I am learning to use **sculpture** to develop and share my ideas, experiences and imagination, in the context of exploring 3D art.
- I am learning to develop a wider range of art and design techniques in using **form** and **texture**.

During each step, I will be learning:

- to produce creative work using a range of materials, exploring my ideas and recording experiences.
- about the work of a range of artists, craft makers and designers, making links to my own work.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
<b>Sculpture</b>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• <i>Materials are the different things we use to make artwork, like paper, fabric or card. (EYFS)</i></li> <li>• <i>Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Y1)</i></li> <li>• <i>A sculpture is an art form made in three dimensions, or 3-D, which means they are solid, not flat. (EYFS)</i></li> <li>• <i>A sculptor is an artist who creates a sculpture. (EYFS)</i></li> <li>• <i>Sculptures can be created by building/constructing with different materials. (EYFS)</i></li> <li>• <i>Form refers to the shape of three-dimensional (3-D) objects. (EYFS)</i></li> <li>• <i>Three-dimensional (3D) forms are solid, while two-dimensional (2D) shapes are flat. (EYFS)</i></li> <li>• <i>Objects in the world around you have form. (EYFS)</i></li> <li>• <i>Texture is how something feels. (EYFS)</i></li> <li>• <i>Objects and materials have different textures, such as smooth, rough, soft, or hard. (EYFS)</i></li> <li>• <i>Texture can be explored by touching and feeling different materials (e.g., sand, clay, fabric). (EYFS)</i></li> <li>• <i>Materials can be combined to create different textures in artwork. (EYFS)</i></li> <li>• <i>Media means the art materials chosen by an artist to create their artwork. (Y1)</i></li> </ul> <ul style="list-style-type: none"> <li>• Sculptures can be made by carving, modelling and constructing with different materials.</li> <li>• Sculptures can be abstract.</li> <li>• Clay is a natural material made up of tiny particles of rock. When clay is mixed with enough water, it feels like soft, gluey mud. Unlike plain mud, however, clay holds its shape. Clay can be moulded (shaped) when it is pinched, rolled, cut, or built up in layers to form shapes of all kinds.</li> <li>• Air-dry clay is left to dry and harden once it has been shaped. When it is dry it cannot be reshaped. Once dry, it can be decorated and painted.</li> <li>• Some simple 3D shapes are: cube, sphere, cone, cylinder.</li> <li>• 3D shapes exist in real life (e.g. a ball is a sphere, a can is a cylinder).</li> <li>• Combining different 3D shapes can create new forms (e.g. adding cylinders to a cuboid to create a car).</li> <li>• Form can be created by shaping materials in simple sculptures using clay, playdough, or cardboard.</li> <li>• Different objects and surfaces have a variety of textures, and can be described using words like rough, smooth, bumpy, or soft.</li> <li>• Art materials, like paper, paint, or clay, have their own textures, and these textures can be used to make different effects in artwork.</li> </ul>	<p>Know that:</p> <p><b>Barbara Hepworth</b></p> <ul style="list-style-type: none"> <li>• Barbara Hepworth was a British artist inspired by nature, like rocks, hills, and the sea, and often created sculptures with smooth, flowing forms.</li> <li>• She used materials like wood, stone, and bronze, shaping them to feel soft and curvy even though they were hard.</li> <li>• Her sculptures have smooth textures with rounded forms, often with holes or openings, allowing people to look through them and explore their shapes.</li> </ul>  <p><b>Marela Zacarias</b></p> <ul style="list-style-type: none"> <li>• Marela Zacarias is a modern artist who makes sculptures inspired by history, places, and colours from her Mexican heritage.</li> <li>• She uses materials like plaster and fabric, creating sculptures that look like folded or flowing shapes and sometimes even look like painted walls or fabrics.</li> <li>• Marela's sculptures have rough, layered textures and bright, bold colours, making her work look lively and full of movement.</li> </ul>  <p><b>Brendan Jamison</b></p> <ul style="list-style-type: none"> <li>• Brendan Jamison is a Northern Irish sculptor who is inspired by unusual materials, like sugar cubes, which he uses to create fun and surprising sculptures.</li> <li>• He often builds sculptures of buildings and other structures, stacking the sugar cubes carefully to create strong blocky forms.</li> <li>• His work has a rough, grainy texture because of the sugar cubes, making his sculptures look interesting and feel different from other materials.</li> </ul> 	<p>To discuss my artwork by describing what I have made and what I enjoyed about the process.</p> <p>To compare my artwork with that of my peers, identifying similarities and differences in style and technique.</p>

<b><u>Vocabulary</u></b>	Environment Process Experiment Similarities, differences Shaping Carving, modelling, constructing Clay Names of 3D shapes (cube, cylinder, pyramid) Effect Texture words: rough, smooth, bumpy, soft.
<b><u>Enrichment &amp; wider development</u></b>	Visit to Furzey Gardens sculpture garden.



**Milestone LO**



- I am learning to use **drawing** to develop and share my ideas, experiences and imagination, in the context of creating portraits.
- I am learning to develop a wider range of art and design techniques in using **line** and **space**.


**During each step, I will be learning:**

- to produce creative work using a range of materials, exploring my ideas and recording experiences.
- 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 my own work.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	
Drawing	<p>Know that:</p> <ul style="list-style-type: none"> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>• Media means the art materials chosen by an artist to create their artwork. (Y1)</li> <li>• We can draw something we see in front of us, like an object or person, or we can draw something that is from our imagination, which we cannot see in front of us. (EYFS)</li> <li>• Experimenting with different types of drawing tools (pencils, crayons, markers) helps create different effects and textures in pictures. (Y1)</li> <li>• Drawing from real objects or pictures helps develop skills in observation and looking closely at details. (Y1)</li> <li>• Adding details, like eyes on faces or leaves on trees, makes drawings more lifelike and complete. (Y1)</li> <li>• Practicing drawing regularly helps improve hand control and the ability to create clearer pictures. (Y1)</li> <li>• Lines can be thick or thin. You can create different thicknesses of lines by using more or less pressure, or with different tools. (Y1)</li> <li>• Moving your hand in different directions changes the shape of the line. If the direction does not change the line is straight; if the direction changes slowly the line is curved; if the direction changes suddenly a corner is drawn. (Y1)</li> <li>• Repetitive movements can create folds, waves, spirals and loops. (Y1)</li> <li>• Lines can create textures (e.g., jagged lines for rough textures, smooth lines for soft textures). (Y1)</li> <li>• Space refers to the area within, around, or between objects in an artwork. (Y1)</li> </ul> <ul style="list-style-type: none"> <li>• Observational drawing is where you look closely at and focus on an object while you draw it, so you can draw it realistically.</li> <li>• Lines can create a sense of movement (e.g. flowing lines for water, zig-zag lines for energy or action).</li> <li>• Different lines can show emotions, (e.g. sharp jagged lines for anger, soft wavy lines for calm).</li> <li>• In a portrait, guidelines can be used to draw a face in proportion. (e.g. a line for the eyes across the centre of the face, a line for the nose ¾ down).</li> <li>• Proportion is where how different parts of a picture or sculpture compare in size to each other. It makes objects in your artwork more realistic (e.g. a small head on a large body is out of proportion).</li> <li>• Positive space is space occupied by objects and negative space is the empty areas around objects.</li> </ul>	<ul style="list-style-type: none"> <li>• A portrait is a picture of a person or a group of people. (EYFS)</li> <li>• It aims to capture how a person looks and express something about their personality or emotions. (EYFS)</li> <li>• Sometimes people in art look very real and sometimes they look more like cartoons or imaginative characters. (EYFS)</li> </ul> <ul style="list-style-type: none"> <li>• A self-portrait is when an artist creates a picture of themselves.</li> <li>• It helps artists show how they see or feel about themselves.</li> </ul> <p><b>Traditional Masks from Central &amp; West Africa</b></p> <ul style="list-style-type: none"> <li>• African masks, primarily from West and Central Africa (notably Nigeria, Mali, and Gabon), have been used for centuries in traditional ceremonies and hold significant cultural meaning.</li> <li>• They often have <b>bold lines</b> that show the eyes, nose, and mouth in simple, strong shapes.</li> <li>• The faces on these masks don't look exactly like real people. Instead, they make certain parts of the face, like the nose or eyes, <b>bigger or longer</b> on purpose to show something important, like strength or wisdom.</li> <li>• The space around the mask (called <b>negative space</b>) is also important because it helps balance the shapes and make the mask look complete.</li> </ul>  <p><b>Pablo Picasso's Self-Portraits and Portraits</b></p> <ul style="list-style-type: none"> <li>• At first, Picasso painted portraits that looked like real people, but later he created a style called Cubism. This meant he used sharp lines and different shapes to show many sides of a person all at once.</li> <li>• Inspired by African art, Picasso made faces out of geometric shapes (like squares and triangles) and played with the space around them.</li> <li>• His self-portraits changed over time, becoming more abstract with bold lines and unusual shapes, as he explored new ways to show who he was and how he saw the world.</li> </ul> 	<p>Know how ...</p> <p>To recognise how artists can be inspired by and get ideas from other artists and art that they see.</p> <p>To recognise that artists have different styles and ways of expressing ideas and emotions through their work.</p>

	<ul style="list-style-type: none"> <li>• Know that the face is usually divided into sections to help with placing features, like the eyes, nose, and mouth.</li> <li>• Know that the eyes are usually halfway down the face, with one eye's width between them.</li> <li>• Know that the nose is placed halfway between the eyes and chin, and the mouth is about halfway between the nose and chin.</li> <li>• Know that the shape of the head is typically oval, and the ears are level with the eyes and the bottom of the nose.</li> <li>• Know that to draw realistic facial features, observe and carefully draw the shape and details of the eyes, nose, mouth, and ears.</li> <li>• Know that shading can help create depth and make the face look more three-dimensional, using light and dark areas.</li> <li>• Know that different pencil pressures can create light or dark lines, which can help add detail and texture to the drawing.</li> <li>• Know that drawing from a reference photo or a live model can help you see the details of a person's face clearly.</li> <li>• Know that practicing simple shapes and lines first can help you build up to drawing a complete face.</li> </ul>	<ul style="list-style-type: none"> <li>• Picasso saw African masks and loved how they simplified faces with sharp lines and different proportions. This gave him the idea to create faces in his paintings using shapes and angles rather than realistic features.</li> </ul> <p><b>Amedeo Modigliani's Portraits</b></p> <ul style="list-style-type: none"> <li>• Amedeo Modigliani is famous for his portraits that show long faces and necks with long, flowing, smooth lines to highlight the important parts of the face, giving his paintings a graceful look.</li> <li>• Modigliani was inspired by the long faces and necks he saw in African masks. He painted people with elongated faces and smooth lines, making their faces and necks look longer, just like the masks.</li> <li>• He also kept the backgrounds very simple so that the face and body of the person stood out, much like African masks focus on the face without too much extra detail around it.</li> </ul>	
<b><u>Vocabulary</u></b>	Inspire, inspiration Artistic style Observational drawing Movement Flowing Guidelines Proportion Positive & Negative Space Detail		
<b><u>Enrichment &amp; wider development</u></b>			



**Spring Term**  
Painting: Expressive Painting

**Milestone LO**



- I am learning to use **painting** to develop and share my ideas, experiences and imagination, in the context of exploring expressive painting.
- I am learning to develop a wider range of art and design techniques in using **colour** and **shape**.


**During each step, I will be learning:**

- to produce creative work using a range of materials, exploring my ideas and recording experiences.
- 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 my own work.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Painting	<p>Know that:</p> <ul style="list-style-type: none"> <li>• A painting is a piece of art created with paint on a flat surface. (EYFS)</li> <li>• Media means the art materials chosen by an artist to create their artwork. (Y1)</li> <li>• Red, yellow, and blue are the primary colours.(EYFS)</li> <li>• Colours have particular names (basic colour names, like red, blue, yellow, green, orange, purple, black, white). (EYFS)</li> <li>• Mixing two primary colours creates a new colour (e.g., red + yellow = orange). (EYFS)</li> <li>• Certain colours can be used to represent real objects (e.g., blue for the sky, green for grass). (EYFS)</li> <li>• Bright colours are colours that look strong, happy, and full of light. They stand out and catch our attention, like red, yellow, and bright blue. (EYFS)</li> <li>• Artists use a variety of media to add colour to their artwork, like paint, pastels, crayons, pencils. (Y1)</li> <li>• In art, a colour is called a hue. (Y1)</li> <li>• Orange, green and purple are the secondary colours. (Y1)</li> <li>• Secondary colours (orange, green, purple) are created by mixing primary colours. (Y1)</li> <li>• Colours can be mixed to make them lighter or darker, e.g adding white or black. (Y1)</li> <li>• Darker values tend to be used for shadows and lighter values for highlights or lighter tones. (Y1)</li> <li>• Colours can be selected to realistically represent things (e.g., blue for water, green for leaves) and that choosing the right colours for specific subjects is important. (Y1)</li> <li>• Colours can be described as warm or cool. Warm colours are red, yellow, orange and cool colours are blue, green, purple. (Y1)</li> <li>• Warm and cool colours can be used to show different emotions. (Y1)</li> <li>• Vivid colours are colours that are bright and strong. (Y1)</li> <li>• Shapes can have straight edges (angular) while some have curved edges (round). (Y1)</li> <li>• Understand that shapes can be regular (symmetrical) or irregular (asymmetrical). (Y1)</li> <li>• Shapes can be combined or used to form more complex images, patterns and designs. (Y1)</li> <li>• Shapes can overlap to form more interesting designs. (Y1)</li> <li>• Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Y1).</li> </ul> <ul style="list-style-type: none"> <li>• In abstract art, artists use different lines and brush strokes to show feelings and create different effects. Thick, strong lines might show energy or excitement, while soft, wavy lines can feel calm and gentle. Short, quick brush strokes make it look like something is moving, and long, smooth strokes can feel more peaceful.</li> <li>• Value is the darkness or lightness of a colour.</li> <li>• Colours can convey emotions or moods (e.g., red can represent anger or love; blue can represent calm or sadness; yellow can represent happiness).</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• Artists can be inspired by music.</li> </ul> <p><b>Wassily Kandinsky</b></p> <ul style="list-style-type: none"> <li>• Wassily Kandinsky was a Russian painter who is famous for creating abstract art. He was deeply inspired by music, believing that colours and shapes could show emotions just like sounds do.</li> <li>• In his paintings, Kandinsky used vibrant colours like bright blue, yellow, and red, along with bold geometric shapes like circles and triangles. He played with different sizes and arrangements of these shapes to create a sense of movement, making viewers feel like they were part of a piece of music.</li> <li>• Kandinsky was influenced by his love of music, especially classical music, and he tried to capture the rhythm and harmony of sounds in his paintings.</li> </ul>  <p><b>Chris Ofili</b></p> <ul style="list-style-type: none"> <li>• Chris Ofili is a British artist who creates colourful paintings that combine ideas from African culture and British culture. He uses unusual materials like beads, glitter, and even elephant dung to make his paintings feel interesting and different.</li> <li>• His artwork is filled with bright and vibrant colours like deep blue, vivid red, and shiny gold. He also adds detailed patterns and bold shapes that catch people's attention.</li> <li>• Music is very important to Ofili; he gets ideas from the rhythms and stories in music, like jazz and hip-hop. This makes his paintings feel lively and full of energy, as if you can hear the music just by looking at them.</li> </ul> 	<p>Know how ...</p> <p>To choose and use colours, shapes and brushstrokes to convey emotions.</p> <p>To look at and discuss artwork by different artists, noticing colours, shapes, and textures, and how these choices make me feel.</p>

	<ul style="list-style-type: none"> <li>• Using lots of colours together, for example mixing warm and cool colours in one piece, can create movement and energy. Using similar colours together creates a sense of calm.</li> <li>• Different media (e.g., watercolour, acrylic paints, pastels) can affect how colours appear and are applied in artwork.</li> <li>• Different media must be mixed in different ways: Paints can be mixed in a palette, pastels, pencils and crayons are layered over each other on the paper.</li> <li>• Pastels are soft, colourful sticks that can be used for drawing and blending to create smooth, vibrant colours on paper.</li> <li>• More or less pressure applied when using pastels or crayons will make the colour more or less intense.</li> <li>• Poster paints are bright, thick paints that can be mixed to make new colours.</li> <li>• You can use brushes, sponges, or your hands to apply the paint to paper or other surfaces.</li> <li>• To make colours lighter, you can add a little water to the paint.</li> <li>• You can layer different colours of paint on top of each other, but let each layer dry first.</li> <li>• Poster paint can be used to create bold, flat colours or textured effects by adding more paint.</li> <li>• Once your painting is dry, you can add details with markers or other paints to finish your picture.</li> <li>• Shapes can be organic or geometric: Geometric shapes: Man-made, regular shapes like squares, circles, and triangles. Organic shapes: Natural, free-form, and irregular shapes found in nature (e.g., leaves, clouds).</li> <li>• Overlapping shapes can create a sense of depth (e.g., one shape placed in front of another) and create a sense of energy and movement.</li> </ul>		
<b><u>Vocabulary</u></b>	Value Represent Brushstrokes Organic, geometric Overlapping Free-form Intense Layer Energy		
<b><u>Enrichment &amp; wider development</u></b>	Visit Southampton Art Gallery to observe abstract art.		



**Summer Term**  
Sculpture: Clay Buildings/Houses

**Milestone LO**



- I am learning to use **painting** to develop and share my ideas, experiences and imagination, in the context of creating a clay tile.
- I am learning to develop a wider range of art and design techniques in using **form, pattern** and **texture**.


**During each step, I will be learning:**

- to produce creative work using a range of materials, exploring my ideas and recording experiences.
- 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 my own work.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Sculpture	<p>Know that:</p> <ul style="list-style-type: none"> <li>• <i>Materials are the different things we use to make artwork, like paper, fabric or card. (EYFS)</i></li> <li>• <i>Materials can be stuck together using glue or tape. (EYFS)</i></li> <li>• <i>A sculpture is an art form made in three dimensions, or 3-D, which means they are solid, not flat. (EYFS)</i></li> <li>• <i>A sculptor is an artist who creates a sculpture. (EYFS)</i></li> <li>• <i>Sculptures can be created by building/constructing with different materials. (EYFS)</i></li> <li>• <i>Clay is a natural material made up of tiny particles of rock. When clay is mixed with enough water, it feels like soft, gluey mud. Unlike plain mud, however, clay holds its shape. Clay can be moulded (shaped) when it is pinched, rolled, cut, or built up in layers to form shapes of all kinds. (Y1)</i></li> <li>• <b>Form</b> refers to the shape of three-dimensional (3-D) objects. (EYFS)</li> <li>• <i>Three-dimensional (3D) forms are solid, while two-dimensional (2D) shapes are flat. (EYFS)</i></li> <li>• <i>Objects in the world around you have form. (EYFS)</i></li> <li>• <i>Texture is how something feels. (EYFS)</i></li> <li>• <i>Objects and materials have different textures, such as smooth, rough, soft, or hard. (EYFS)</i></li> <li>• <i>Texture can be explored by touching and feeling different materials (e.g., sand, clay, fabric). (EYFS)</i></li> <li>• <i>Materials can be combined to create different textures in artwork. (EYFS)</i></li> <li>• <i>Patterns are repeating designs that can be made using shapes, colours, or lines. (EYFS)</i></li> <li>• <i>Patterns exist in the environment and in nature (e.g., stripes on clothes, spots on animals). (EYFS)</i></li> <li>• <i>Patterns can be made by repeating objects, marks, or colours (e.g., using building blocks or painting dots in a sequence). (EYFS)</i></li> </ul> <ul style="list-style-type: none"> <li>• Natural clay needs to be fired (baked) in a special oven called a kiln. After it has been fired in the kiln, the clay is hard and dry and cannot be moulded anymore.</li> <li>• When clay has been fired in the kiln, it can be painted.</li> <li>• A relief sculpture is a sculpture where 3-D elements are attached to a flat base, like a raised picture.</li> <li>• Pieces of clay can be stuck together using a "slip and score" method. Score lines into the surfaces that are to be stuck. Apply slip (a mixture of clay and water) as a glue between the pieces and attach firmly.</li> <li>• Tools and your fingers can be used to carve and smooth clay to create different textures.</li> <li>• When clay is placed in the kiln to be baked, it can sometimes break. Artists make mistakes and do not always know how their finished piece of art will turn out.</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• Architecture is the science and art of designing buildings.</li> <li>• Architects are the people who do this work, using size, shape, colour, materials, and style to bring their vision to life.</li> <li>• Architecture can be a form of art, but, unlike painters or sculptors, architects create buildings with a purpose, making sure they are not only beautiful but also useful and functional.</li> </ul> <p><b>Antoni Gaudi</b></p> <ul style="list-style-type: none"> <li>• Antoni Gaudí was a Spanish architect inspired by nature, using shapes like waves and plants to design his buildings in Barcelona, Spain.</li> <li>• He used colourful mosaic tiles, creating unique textures and patterns that feel alive and vibrant, with lots of curvy lines instead of straight ones.</li> <li>• Some of his famous works include the Sagrada Família church and Park Güell, which are playful, colourful, and look like they belong in a fairy tale.</li> </ul>  <p><b>Friedensreich Hundertwasser</b></p> <ul style="list-style-type: none"> <li>• Friedensreich Hundertwasser, an Austrian artist and architect, believed that buildings should feel natural and alive, often adding plants and trees to his designs.</li> <li>• He loved bright colours and organic, wavy forms, avoiding straight lines and instead using spirals, circles, and uneven floors for a unique look.</li> <li>• His famous buildings, like Hundertwasserhaus and KunstHausWien, use mosaics and greenery, making them feel joyful and full of life.</li> </ul> 	<p>To use art vocabulary to talk about my own work and the work of others, including words like "pattern," "texture," and "shape."</p> <p>To recognise how artists are inspired by and can be a part of their culture and community.</p>

	<ul style="list-style-type: none"> <li>• Radial patterns are patterns that spread out from a central point, like mandalas or flowers.</li> <li>• Texture is how something feels (tactile texture) but also how something looks like it feels (visual texture).</li> <li>• Forms can be geometric (e.g., spheres, cubes) and organic (e.g., irregular shapes found in nature like pebbles or leaves).</li> <li>• Form exists in both natural and man-made objects and can be represented in a variety of ways (e.g., in architecture, nature, and sculptures).</li> </ul> <p>Clay techniques:</p> <ul style="list-style-type: none"> <li>- Clay can be shaped by squishing, rolling, or pinching to make different shapes.</li> <li>- You can roll the clay into balls, snakes, or flatten it with your hands or a rolling pin.</li> <li>- To join pieces of clay, you can score (make marks) on the edges and press them together.</li> <li>- Clay can be smoothed out with your fingers or a tool to make surfaces nice and even.</li> <li>- You can use tools like sticks, plastic knives, or your fingers to add texture or patterns to the clay.</li> <li>- Once the clay has dried and is hard, it can be painted or decorated to add colour and detail.</li> </ul>		
<p><b><u>Vocabulary</u></b></p>	<p>Architecture, architect Buildings Houses Tile Community Fired Kiln Relief Slip &amp; score Smoothed Squishing, rolling, pinching Decorate</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Observing houses &amp; buildings in the local area to use as inspiration for their sculptures.</p>		

