ST JOHN'S CHURCH of ENGLAND ACADEMY

Art Curriculum Map Cycle 1

Year 1	Autumn	Spring	Summer
Artist Study – Journeys – Claude Monet – le gare saint lazere, Turner	**Topic** -In the Deep Dark Woods **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Respond to ideas • Explore different drawing and painting tools **USING MATERIALS** • Use primary and secondary colours **EVALUATING** • Talk about drawings and paintings and say what they feel about them **CONTROL AND EXPERTISE** • Mix colours randomly • Use some control when drawing	**Topic** -Journeys **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Design and make images/artefacts **USING MATERIALS** • Use and investigate a variety of visual and tactile materials **EVALUATING** • Talk about their work and explain it **CONTROL AND EXPERTISE** • use a range of pens, pencils, pastels and charcoals.	**Topic** -Knights and Castles **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Design and make artefacts • Explore simple patterns **USING MATERIALS** • Use a range of materials /processes to show ideas/meaning **EVALUATING** • Describe what they think or feel about their own and others' work **CONTROL AND EXPERTISE** • Mix secondary colours to make a wide range of new colours.

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Art Curriculum Map Cycle 2

Year 1	Autumn	Spring	Summer
Artist Study – Rainforests – Henri Rousseau Tiger Landlubbers and sea dogs – Williams and Evelyn De Morgan	**Topic** -Toys and Games **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Respond to ideas • Explore simple patterns **USING MATERIALS** • Use primary and secondary colours. **EVALUATING** • Talk about drawings and paintings and say what they feel about them **CONTROL AND EXPERTISE** • Mix colours randomly • Use some control when drawing	**Topic** -Rainforests **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Respond to ideas • Explore different drawing and painting tools **USING MATERIALS** • Use primary and secondary colours **EVALUATING** • Talk about their work and explain it **CONTROL AND EXPERTISE** • Mix secondary colours to make a wide range of new colours.	**Topic** -Landlubbers and seadogs **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Design and make images/artefacts **USING MATERIALS** • Use and investigate a variety of visual and tactile materials **EVALUATING** • Describe what they think or feel about their own and others' work **CONTROL AND EXPERTISE** • Use a range of pens, pencils, pastels and charcoals. • Use shading to create different effects

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Art Curriculum Map Cycle 1

Year 2	Autumn	Spring	Summer
Artist Study – Journeys – Claude Monet – le gare saint lazere	**Topic** - In the Deep Dark Woods **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Investigate shape in the environment • Reproduce from observation • Reproduce from memory **USING MATERIALS** • Create collage with range of materials and textures • Use a range of materials **EVALUATING** • Describe what they think or feel about their own and others' work • Think of ways to adapt and improve own work **CONTROL AND EXPERTISE** • Use a range of pens, pencils, pastels and charcoal • Make a variety of lines, using different sizes and thicknesses • Use shading to create different effects • Mix secondary colours to make a wide range of colour	**Topic** - Journeys **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Investigate shape in the environment • Reproduce from observation **USING MATERIALS** • Use a range of materials **EVALUATING** • Explore ideas and change what they have done to give a better result • Begin to use ways to improve work **CONTROL AND EXPERTISE** • Use a range of pens, pencils, pastels and charcoal • Make a variety of lines, using different sizes and thicknesses • Use shading to create different effects	**Topic** - Knights and Castles **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Communicate ideas and meanings very simply • Identify different ways to express ideas **USING MATERIALS** • Use a range of materials **EVALUATING** • Explore ideas and change what they have done to give a better result

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Art Curriculum Map Cycle 2

Year 2	Autumn	Spring	Summer
Artist Study – Rainforests – Henri Rousseau Tiger Landlubbers and sea dogs – Williams and Evelyn De Morgan	**Topic** - Toys and Games **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Investigate shape in the environment • Reproduce from observation • Explore ideas and collect information in a sketch book **EVALUATING** • Describe what they think or feel about their own and others' work • Think of ways to adapt and improve own work • Begin to use ways to improve work **CONTROL AND EXPERTISE** • Use a range of pencils • Make a variety of lines, using different sizes and thicknesses • Use shading to create different effects	**Topic** - Rainforests **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Investigate pattern in the environment • Explore ideas and collect information in a sketch book • Reproduce from imagination **USING MATERIALS** • Use a range of materials • Create collage with range of materials and textures **EVALUATING** • Describe what they think or feel about their own and others' work **CONTROL AND EXPERTISE** • Mix secondary colours to make a wide range of new colours	**Topic** - Landlubbers and seadogs **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Reproduce from observation **USING MATERIALS** • Select the best materials for the job **EVALUATING** • Talk about their work and explain it • Describe what they think or feel about their own and others' work • Think of ways to adapt and improve own work **CONTROL AND EXPERTISE** • Use a range of pens, pencils, pastels and charcoal • Use shading to create different effects

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Art Curriculum Map Cycle 1

Year 3	Autumn	Spring	Summer
Artist Study - Roman Art work Mosaics patterns Celtic Patterns Crosses tartan Viking sculpture and carving Long boats/jewellery Mythical paintings Edgar Hunt Farm Animals from circles Still life fruit vegetables and plants Andy Warhol American artist photography and ICT	**Topic** - Romans/Volcanoes **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Make their own choices • Collect visual and other information • Use a sketchbook to make notes about artists, skills and techniques • Create artwork following an idea or towards a specific purpose **USING MATERIALS** • Use mosaic, montage and other effects • Use an ICT paint program with edit • Use a range of materials and techniques in 3D work **EVALUATING** • Make comments on the work of others, including both ideas and techniques • Adapt and refine work to reflect purpose	**Topic** - Vikings/Myths and Legends **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Collect visual and other information • Create artwork following an idea or towards a specific purpose **USING MATERIALS** • Use a range of materials and techniques in 3D work **EVALUATING** • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose	**Topic** - Charlotte's Web **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Collect visual and other information • Use a digital camera to collect ideas • Use a sketchbook to make notes about artists, skills and techniques • Annotate a sketch book **USING MATERIALS** • Mix and use tertiary colours • Design, draw, paint or make images for different purposes using • knowledge and understanding • Use a digital camera to produce art work **EVALUATING** • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose

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	CONTROL AND EXPERTISE • Use art to illustrate in other subjects • Practise to improve skills • Use repeat pattern in design • Indicate movement using lines	**CONTROL AND EXPERTISE** • Use art to illustrate in other subjects • Practise to improve skills • Create texture by adding dots and lines • Use repeat pattern in design • Indicate movement using lines	**CONTROL AND EXPERTISE** • Use art to illustrate in other subjects • Practise to improve skills • Use pencils of different grades and at different angles to create different effects

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Art Curriculum Map Cycle 2

Year 3	Autumn	Spring	Summer
Artist Henry Moore WW2 Propaganda Posters Vincent Van Gogh - drawings e.g. 'Pollard Willow, landscape with willows and sun shining through the clouds'. • Adam Ansell - photographs of trees. • Andy Goldsworthy - artworks based on trees and woodland. • Patrick Dougherty, Tom Hare, Laura Ellen Bacon, Alex Erlandson - sculptors	**Topic -** World War II **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Experiment in many different ways • Use a sketchbook to make notes about artists, skills and techniques **USING MATERIALS** • Design, draw, paint or make images for different purposes • Use watercolour to produce a wash • Use an ICT paint program with edit • Use a range of materials and techniques in 3D work **EVALUATING** • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose	**Topic -** Egypt Rivers **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Begin to work more abstractly • Annotate a sketch book • Create artwork following an idea or towards a specific purpose **USING MATERIALS** • Design, draw, paint or make images for different purposes using knowledge and understanding Use a range of materials and techniques in 3D work **EVALUATING** • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work	**Topic -** The Minpins Forests **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Begin to work more abstractly • Use a digital camera to collect ideas • Experiment in many different ways **USING MATERIALS** • Mix and use tertiary colours • Use a digital camera to produce art work • Use mosaic, montage and other effects • Use a range of materials and techniques in 3D work **EVALUATING** • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work

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	CONTROL AND EXPERTISE • Use art to illustrate in other subjects • Practise to improve skills • Use pencils of different grades and at different angles to create different effects	**CONTROL AND EXPERTISE** • Use art to illustrate in other subjects • Use pencils of different grades and at different angles to create different effects • Use brushes in different ways	**CONTROL AND EXPERTISE** • Use art to illustrate in other subjects • Practise to improve skills • Use pencils of different grades and at different angles to create different effects

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Art Curriculum Map Cycle 1

Year 4	Autumn	Spring	Summer
Artist Study – Roman Art work Mosaics patterns Celtic Patterns Crosses tartan Celtic engraving - Shields Viking sculpture and carving Long boats/jewellery Mythical paintings Knotwork Farm Animals/Creepy Crawlies Giuseppe Arcimboldo Still life fruit vegetables and plants Andy Warhol American artist photography and ICT	**Topic** - Romans/Volcanoes **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Use a combination of visual and tactile ideas • Combine different materials in different ways • Make specific choices between different processes and materials • Understand the importance of preparing materials before	**Topic** - Vikings/Myths and Legends **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Use a combination of visual and tactile ideas • Combine different materials in different ways • Make specific choices between different processes and materials • Understand the importance of preparing materials before	**Topic** - Charlotte's Web **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Use a combination of visual and tactile ideas • Combine different materials in different ways • Make specific choices between different processes and materials • Understand the importance of preparing materials before

	working • Produce work that sometimes can be both visual and tactile **EVALUATING** • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work **CONTROL AND EXPERTISE** • Show tone and texture using hatching and cross hatching • Use a program to create mood within digital photography • Show shadow or reflection by shading • Select appropriate drawing materials • Develop and improve their own style • Use drawings to show	working • Produce work that sometimes can be both visual and tactile **EVALUATING** • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work **CONTROL AND EXPERTISE** • Show tone and texture using hatching and cross hatching • Use a program to create mood within digital photography • Show shadow or reflection by shading • Select appropriate drawing materials • Develop and improve their own style • Use drawings to show movement	working • Produce work that sometimes can be both visual and tactile **EVALUATING** • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work **CONTROL AND EXPERTISE** • Show tone and texture using hatching and cross hatching • Use a program to create mood within digital photography • Show shadow or reflection by shading • Select appropriate drawing materials • Develop and improve their own style • Use drawings to show

	movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work	• Combine a range of colours, tints, tones and shades	movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work

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Art Curriculum Map Cycle 2

Year 4	Autumn	Spring	Summer
Artist Study – Henry Moore Paul Nash WW2 Propaganda Posters Hieroglyphics Landscapes JMW Turner	**Topic** - World War II **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Use a combination of visual and tactile ideas • Make specific choices between different processes and materials • Understand the importance of preparing materials before working • Produce work that sometimes can be both visual and tactile **EVALUATING**	**Topic** - Egypt Rivers **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Use a combination of visual and tactile ideas • Combine different materials in different ways • Make specific choices between different processes and materials • Understand the importance of preparing materials before working • Produce work that	**Topic** - The Minpins Forests **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Use a combination of visual and tactile ideas • Combine different materials in different ways • Make specific choices between different processes and materials • Understand the importance of preparing materials before working • Produce work that

	• Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work **CONTROL AND EXPERTISE** • Show shadow or reflection by shading • Select appropriate drawing materials	sometimes can be both visual and tactile **EVALUATING** • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work **CONTROL AND EXPERTISE** • Show shadow or reflection by shading • Select appropriate drawing materials	sometimes can be both visual and tactile **EVALUATING** • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work **CONTROL AND EXPERTISE** • Show tone and texture using hatching and cross hatching • Use a program to create mood within digital

	• Develop and improve their own style • Use drawings to show movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work	• Develop and improve their own style • Use drawings to show movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work	photography • Show shadow or reflection by shading • Select appropriate drawing materials • Develop and improve their own style • Use drawings to show movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work

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Art Curriculum Map Cycle 1

Year 5	Autumn	Spring	Summer
Artist Study - Matisse	**Topic** - Greeks **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book. **USING MATERIALS** • Understand the importance of preparing materials before working **EVALUATING** • Evaluate own and others' work, explaining and justifying their reasons	**Topic** - History of Music **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Make and support their own decisions and choices. • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book. **USING MATERIALS** • Understand the importance of preparing materials before working • Produce work that sometimes can be both visual and tactile **EVALUATING** • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work	**Topic** - South America **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Make and support their own decisions and choices • Experiment with combinations techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Understand the importance of preparing materials before working **EVALUATING** • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work

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	CONTROL AND EXPERTISE • Develop and improve their own style	**CONTROL AND EXPERTISE** • Develop and improve their own style • Get across feeling and emotion through their work	**CONTROL AND EXPERTISE** • Develop and improve their own style • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work

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Art Curriculum Map Cycle 2

Year 5	Autumn	Spring	Summer
Artist Study – Lowry Starry night Van Gogh	**Topic -** The Victorians **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book. **USING MATERIALS** • Produce work that sometimes can be both visual and tactile. **EVALUATING** • Consider the end point when adapting and improving their work	**Topic** – Space **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Make and support their own decisions and choices • Keep and use detailed notes in sketch book **USING MATERIALS** • Produce work that sometimes can be both visual and tactile **EVALUATING** • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work	**Topic** – South America **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book **USING MATERIALS** • Understand the importance of preparing materials before working • Produce work that sometimes can be both visual and tactile **EVALUATING** • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work

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	CONTROL AND EXPERTISE • Develop and improve their own style • Use drawings to show movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work.	**CONTROL AND EXPERTISE** • Develop and improve their own style • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work	**CONTROL AND EXPERTISE** • Develop and improve their own style • Combine a range of colours, tints, tones and shades

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Art Curriculum Map Cycle 1

Year 6	Autumn	Spring	Summer
	Topic – Greeks **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Experiment and explore the work of others to develop their work **USING MATERIALS** • Make decisions about using different visual effects **EVALUATING** • Analyse and comment on their own and others' ideas, methods and approaches • Make on-going revisions • Refine their work, often with several adaptations, to move towards an end point **CONTROL AND EXPERTISE** • Choose to use a limited range of colour to produce a chosen effect • Work with care and precision towards and end point, but	**Topic** - History of Music **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Use experimentation to develop their own work **USING MATERIALS** • Make specific choices about using different visual and tactile effects towards an end point **EVALUATING** • Make on-going revisions • Refine work, often with several adaptations, to move towards and end product **CONTROL AND EXPERTISE** • Begin to use perspective in both abstract and real life art • Work with care and precision towards an end point but make adaptations following	**Topic** – Seahouses **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Use the full range of design, experimentation, exploration alongside the work of others to develop their own work **USING MATERIALS** • Make specific choices about using different visual and tactile effects towards an end point **EVALUATING** • Make on-going revisions • Refine work, often with several adaptations, to move towards and end product **CONTROL AND EXPERTISE** • Choose to use a limited range of colour to produce a chosen effect • Begin to use perspective in both abstract and real life art

	make adaptations following their own reflections and the comments of others	their own reflections and the comments of others	• Work with care and precision towards an end point but make adaptations following their own reflections and the comments of others

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Art Curriculum Map Cycle 2

Year 6	Autumn	Spring	Summer
Lowry Starry night Van Gogh	**Topic** - The Victorians **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Use the full range of design, experimentation, exploration alongside the work of others to develop their own work **USING MATERIALS** • Make specific choices about using different visual and tactile effects towards an end point **EVALUATING** • Analyse and comment on their own and others' ideas, methods and approaches • Make on-going revisions • Refine their work, often with several adaptations, to move towards an end point **CONTROL AND EXPERTISE** • Choose to use a limited range of colour to produce a chosen effect • Begin to use perspective • Work with care and precision	**Topic** - Space **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Use the full range of design, experimentation, exploration alongside the work of others to develop their own work **USING MATERIALS** • Make specific choices about using different visual and tactile effects towards an end point **EVALUATING** • Analyse and comment on their own and others' ideas, methods and approaches • Make on-going revisions • Refine their work, often with several adaptations, to move towards an end point **CONTROL AND EXPERTISE** • Work with care and precision towards an end point but make adaptations following their own reflections and the	**Topic** – Seahouses **<u>The key skills the children will be learning this term are</u> –** **EXPLORING AND DEVELOPING** • Use the full range of design, experimentation, exploration alongside the work of others to develop their own work **USING MATERIALS** • Make specific choices about using different visual and tactile effects towards an end point **EVALUATING** • Make on-going revisions • Refine work, often with several adaptations, to move towards and end product **CONTROL AND EXPERTISE** • Choose to use a limited range of colour to produce a chosen effect • Begin to use perspective in both abstract and real life art

	towards an end point but make adaptations following their own reflections and the comments of others	comments of others	• Work with care and precision towards an end point but make adaptations following their own reflections and the comments of others