

Stoborough CE Primary School

Art Progression

**Overview:** We study art to encourage self-expression and creativity, and to equip pupils with the creative skills and techniques they need. We want them to use art to communicate, and to respond to the world around. We want them to start to understand ways of seeing and learning about great artists, making links to their own work.  
The vast majority of units contain a focus craftsman / artist/designer/architect and an example stimuli piece with which to begin the unit of work. This has been chosen, not because it must be replicated in the finished outcome, but because the chosen pieces (and often artists) demonstrates the skills that are going to be taught in that unit of work.

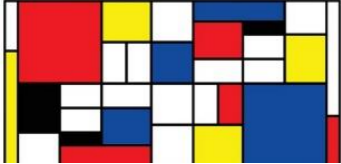




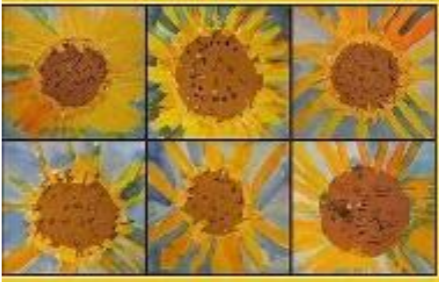







Pupils will be taught the following knowledge and skills:












	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Developing and Generating Ideas</b>	<p><b>To look at the work of artists and say what they see</b></p> <p>To make choices about the materials they use</p> <p>To select appropriate resources and say what they are going to make</p>	<p><b>To take photos of their environment to inform work.</b></p> <p><b>To know that art has always been used to express ideas.</b></p>	<p><b>To understand that ideas can be generated through experimenting (doing)</b></p> <p><b>To describe what an artist has created</b></p> <p>To use primary and secondary source material</p> <p><b>To know that art can be interpreted in different ways and may create opinions and emotions that vary in different people (it is subjective)</b></p>	<p>To talk about the artist's intention</p> <p>To compare the effect of different materials</p> <p>To draw sketches before building on a drawing with more detail</p> <p>To use a sketchbook for close observations</p> <p>To use sketches to make a quick representation of something or to work out ideas</p>	<p>To research artists</p> <p><b>To look back in sketchbook to inform new ideas</b></p> <p><b>To use sketchbook to experiment with colour</b></p> <p><b>To use a sketchbook to test different techniques</b> (to be used in a final piece)</p>	<p>To carry out open-ended research based on a given theme or artist</p> <p><b>To gain ideas from artist's work which can be used in their own outcomes</b></p> <p>To use sketchbooks to record and evaluate, edit and improve, with support</p> <p><b>To understand that artists make choices about the techniques and colours they use to achieve specific effects</b></p>	<p><b>To explore different artists' styles and make specific reference to these in their own outcomes</b></p> <p>To find out about the style, processes and influences of a range of artists' work</p> <p><b>To use sketchbooks to record and evaluate, edit and improve</b></p> <p>To independently select materials and techniques to use to create a specific outcome.</p>
<b>Appraising and Evaluating</b>	<p>To say what they did and how they did it</p> <p><b>To look at and talk about what they have produced</b></p> <p><b>To say likes and dislikes</b></p>	<p><b>To reflect on whether their idea was achieved</b></p>	<p>To ask and answer questions when looking at artwork</p> <p>To add notes to sketches to explain what was/wasn't successful</p>	<p><b>To explain how a piece of art makes them feel</b></p> <p>To evaluate at the end of the process</p>	<p>To identify common features of an artist's style</p> <p><b>To evaluate during the process of making</b></p> <p><b>To express likes and dislikes through annotations</b></p>	<p><b>To discuss why and how pieces have been created</b></p> <p>To describe how the journey in sketchbooks affects the finished piece</p>	<p><b>To comment on likes and dislikes of an artist's work, giving reasons for their opinions</b></p> <p>To reflect on the work of others, as well as their own work, to find strengths and development points</p>




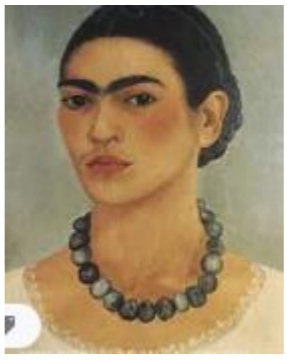




	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Exploring, Experimenting and Making	Drawing	<p><b>To create pictures using different mediums: chalk, crayons and pencils).</b></p> <p>To know that different media creates a different effect e.g. chalk can draw on anything and smudge, felt tips are bright, crayons weaker colour</p> <p>To draw straight and curved lines using different implements. (e.g., pencil, chalks).</p> <p>To make thick and thin lines.</p> <p><b>To create some recognisable shapes</b> and features (e.g. rainbow, circle for a sun, face)</p> <p>To add detail to drawing which represent objects e.g. details on a face – eyes, nose, mouth</p>	<p><b>To draw light and dark lines (by varying the pencil pressure).</b></p> <p>To identify light and dark within drawings.</p> <p>To vary tone in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.</p> <p><b>To create pictures using different mediums: rubbers, pastels, felt tips, charcoal, pen, graphite, wax.</b></p> <p><b>To use scribbling and smudging.</b></p> <p>To draw from observation.</p> <p>To understand that you can draw from imagination.</p>	<p><b>To vary techniques for adding tone and texture to drawings by using different techniques:</b> using the side of a pencil to shade, hatching, dots, blending, cross-hatching, loops and wavy lines.</p> <p><b>To understand that you can use different pencil grades.</b></p> <p>To choose to create light/heavy lines.</p> <p>To draw objects in proportion to each other within the same picture e.g., the size of a man next to a house.</p> <p>To understand face proportion.</p> <p>To draw from memory.</p>	<p><b>To create highlights and shadows in drawings.</b></p> <p>To choose which pencil grade to use according to what they are drawing.</p> <p><b>To understand what skills are needed when drawing in small scale.</b></p> <p><b>To use feathering and basket weave to create texture.</b></p> <p>To understand human body proportion.</p> <p>To draw the human body from observation.</p>	<p><b>To draw basic shapes using techniques for shading and highlighting:</b> cube, cuboid, cylinder.</p> <p>To add a range of different tones to a drawing by varying the pressure applies to a pencil.</p> <p><b>To use previous techniques for accurate texture.</b></p> <p>To show space in a drawing.</p> <p>To scale up a drawing.</p> <p>To understand that a scale drawing shows an image either reduced or enlarged in size.</p> <p><b>To use a range of techniques to show tone and texture within a single drawing:</b> hatching, cross-hatching, stippling and scumbling.</p>	<p><b>To identify the use of positive and negative space within compositions.</b></p> <p>To identify the effect of light on an object from different directions, compare in real life and works of art.</p> <p>To choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types).</p> <p>To begin to work on a variety of scales.</p> <p><b>To apply mark making techniques for a specific purpose,</b> e.g. to show fur on an animal.</p> <p><b>To accurately draw faces using the proportions of the face.</b></p> <p>To use the grid method, in the same scale and larger scale, to aid drawing in proportion.</p>	<p><b>To draw objects from different angles, altering tone to match real life observations.</b></p> <p>To understand and observe how highlights and shadows change on an object, when observed from different angles.</p> <p>To use tones of the same colour to add detail to the shadows and highlights in an observational drawing.</p> <p><b>To work on a variety of scales.</b></p> <p>To use single focal point perspective.</p> <p>To consider the composition of a drawing when planning use of the space (e.g. foreground, background, off centre and rule of thirds).</p> <p><b>To depict movement in drawing.</b></p>
Exploring, Experimenting and Making	Painting & Pattern	<p><b>To use fingers, twigs and paintbrushes to mark make/paint with.</b></p> <p><b>To use some form of tripod grip to hold a large brush correctly.</b></p> <p>To know how much paint to put on a brush.</p> <p><b>To know that the primary colours are red, blue and yellow.</b></p> <p>To know that there are another group of colours: green, purple and orange (secondary colours).</p> <p>To mix colours to make new ones, including some secondary colours</p> <p>To know an object's shape / texture can be transferred to paper (e.g. hand print / rubbing)</p>	<p><b>To experiment with different brushes and tools to create texture</b> (sticks, sponge, rollers, straws, natural and manmade objects).</p> <p><b>To paint a line which is thick or thin</b> (beginning to make choices about paintbrushes).</p> <p>To understand that they can use paint in different forms, e.g. ready-mixed, powder and water colour blocks,</p> <p><b>To mix primary colours to create secondary colours.</b></p> <p><b>To know that the secondary colours are green, purple and orange.</b></p> <p><b>-To know that green is made by mixing blue and yellow.</b></p>	<p><b>To choose the right thickness of the paintbrush to achieve the desired outcome</b></p> <p><b>To know that the shade of a colour can be changed by adding black to make it darker</b></p> <p><b>To know that the tint of a colour can be changed by adding white to make it lighter</b></p> <p>To understand that you can change secondary colours by adding different proportions of primary colours.</p> <p>To know the difference between warm and cold colours</p> <p>To produce patterns by repeating shapes and colour</p>	<p>To develop painting techniques (brush strokes) that create patterns and texture, e.g. dotting, scratching and dry brush.</p> <p><b>To mix tertiary colours: red-orange, yellow-orange, yellow-green, red-purple, purple-blue and blue-green.</b></p> <p><b>To know that the tone of a colour can be changed by adding grey.</b></p> <p>To mix different shades, tints and tones of the same colour to create effects.</p> <p>To add paper to create montage.</p> <p>To paint on a variety of scales.</p>	<p>To experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create.</p> <p><b>To know that you can use more or less water to create different intensity of colour.</b></p> <p><b>To identify and create foreground and background in pictures.</b></p> <p>To use a colour wash and layering to create depth in their painting.</p> <p><b>To know the complementary colours: yellow and purple, orange and blue, red and green.</b></p> <p>To paint on different surfaces e.g. black paper and papyrus, and</p>	<p><b>To vary the tone, tint and hue of colours to enhance the mood of a picture.</b></p> <p>To understand that a hue is a gradation or variety of a colour.</p> <p>To confidently use techniques and tools used so far to get textural effects.</p> <p><b>To use light and dark for effect within a painting.</b></p> <p>To blend more than one colour together.</p> <p><b>To add detail to a background when dry.</b></p> <p>To experiment with other materials for painting e.g. juices and dyes.</p>	<p>To use collage, dry brush, layering, splattering and stippling to create different textures.</p> <p><b>To consider colour for purposes</b> e.g. to express moods and feelings.</p> <p><b>To mix colours to match those of the natural world (including flesh) and those of works of art with small variations.</b></p> <p>To explore the use of texture within paint e.g. adding sawdust, glue, shavings, sand, and on different surfaces.</p> <p>To blend to show the transition between different colours.</p> <p><b>To understand that using more or less of a primary or secondary</b></p>


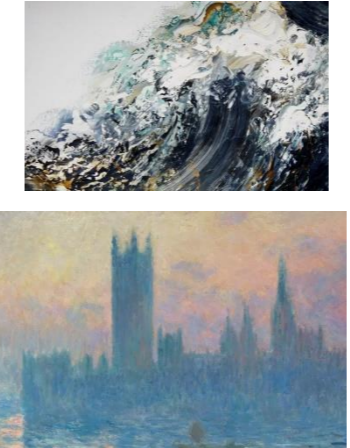




		<p><b>To make a simple repeating pattern from stamps or other objects, e.g. beads.</b></p>	<p><b>-To know that purple is made by mixing blue and red.</b> <b>-To know that orange is made by mixing red and yellow.</b></p> <p>To know that wax resists paint.</p> <p>To identify patterns within pieces of art and produce patterns by repeating lines e.g. crossed lines, swirls, spirals and zigzags.</p>	<p><b>To make 2D patterns, filling a page and repeating in different directions</b></p>	<p><b>To create complex painted repeating patterns</b> e.g. shapes within shapes, interlocking shapes.</p>	<p>understand that this may affect how much paint/water is needed.</p> <p>To know that tessellation is when shapes fit together in a pattern with no gaps or overlaps</p>	<p>To choose and mix primary, secondary, tertiary, complementary and contrasting colours for effect.</p>	<p><b>colour will create different tertiary colours.</b></p> <p><b>To understand that black and white can be used to show positive and negative space.</b></p> <p>To choose a specific colour scheme for a piece of art, e.g. complementary colours or monochromatic</p> <p>To add layers and details to print / mix media e.g. print and collage.</p>
Exploring, Experimenting and Making	3D Sculpture/clay	<p>To mould dough into different shapes: pinching, rolling, stretching, and squeezing</p> <p><b>To know that art is not always flat</b></p> <p>To join materials, e.g. using cellotape, masking tape</p> <p>To know that art is not always flat (it can be 3D)</p>	<p>To understand flat and solid (3D)</p> <p>To know that sculpture is when the artist's thoughts are represented by a (3D) model / picture</p> <p><b>To use simple techniques to join materials</b></p> <p>To use simple tools and techniques to shape and assemble materials</p> <p><b>To know that pottery is a type of sculpture</b></p> <p>To know how to roll clay to an appropriate thickness</p> <p>To know that clay can be moulded to create different shapes</p> <p>To use carving, indenting and scratching to create texture</p>	<p>To identify 2D shapes within a sculpture</p> <p>To create a model or 3D picture that represents an idea or replicates an object or picture</p> <p>To show an awareness of the shape and colour of the sculpture when replicating likeness</p> <p><b>To know that some methods create a more permanent joins than others, e.g. temporary paperclips, tape, permanent glue, staples)</b></p> <p><b>To know that clay can be moulded to create different shapes:</b> rolling, pinching and kneading</p> <p>To know that when joining pieces of clay together, the surfaces between the join should be made rougher, e.g. scratched</p> <p>To know that specific tools can be used to add marks as decoration or to create texture</p>	<p>To know that a sculpture needs to be designed, with a clear thought process behind what each element represents</p> <p><b>To know that a frame is needed to create a stable structure</b></p> <p>To create 3D structures using a basic structure adding an additional material, e.g. covering structure or adding extra detail/texture</p> <p>To be able to identify and replicate some 3D shapes within a sculpture</p> <p>To create a sculpture from a plan</p> <p><b>To know that an internal structure can be used to create stability</b></p> <p>To explain the design of a sculpture they have created</p>	<p><b>To select the appropriate modelling tool to carve intended detail</b></p> <p><b>To know that smoothing cracks will make products more stable</b></p> <p><b>To know that score and slip is a method for joining</b></p> <p>To create a 3D model, using pinch and slab methods</p> <p><b>To know different ways of creating surface patterns and textures</b></p> <p>To know how to effectively finish products by adding decorative detail.</p> <p><b>To understand that you must wait for clay to dry before painting it</b></p>	<p>To apply their scientific knowledge to designing, building and structuring a sculpture</p> <p><b>To know that you should reinforce a sculpture internally or externally to ensure it is stable</b></p> <p>To discuss the possible intent of sculptures when looking at examples</p> <p>To understand how to create different 2D and 3D shapes</p> <p>To combine materials for effect and purpose</p> <p>To choose different joining techniques</p> <p><b>To add reinforcements to joins to create a stronger structure</b></p>	<p>To show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration</p> <p>To select the most appropriate technique when constructing a 3D clay object</p> <p><b>To know how to use slip to add a handle</b></p> <p><b>To know how to mould and join pieces of clay together effectively, e.g. using retainers (which is making a sculpture around a 3D shape and then removing it)</b></p> <p>To use the coil technique and the pinch and slab technique for different purposes</p> <p>To know how to effectively finish products by adding additional materials e.g. glaze, paint, polish</p>
Vocabulary		thick, thin, red, blue, yellow, green, orange, purple, dough, pattern, chalk, crayon, pencil	pressure, medium, scribble, smudge, primary colour, secondary colour, clay, rolling, pinching, kneading, carve, sculpture	texture, hatch, blend, cross-hatch, pencil grades, stipple, sketch, shade, tint, score, slip, pinch, knead, layering, repeat, direction, permanent	highlight, scale, feathering, basket weave, proportion, dotting, dry brush, scratching, tertiary colour, tone, montage, finish, detail, symmetry, structure	shading, space, reduce, enlarge, scumbling, wash, watercolour, layering, foreground, background, colour wheel, complementary, tessellation, opposing, coil, stability, glaze, internal	positive space, negative space, grid method, hue, contrasting, perspective, mould,	angles, real life observation, focal point, composition, style, overlay, mood, transition, monochromatic, reinforcement, combine

**Knowledge about the artists:**

	Autumn Term Marvellous Me & Hibernating Hedgehogs	Spring Term Happy/Healthy Me & Animal Stories	Summer Term Lets get Growing & Wonderful World
EYFS	<p>Topic project - Self portraits</p> <p>Focus Artist: Piet Mondrian Know that Mondrian is a painter. Know that he uses colour and shape.</p>  <p>Focus Artist: Paul Klee Know that Paul Klee is a painter. Know that he uses colour and shape.</p> 	<p>Topic- Observational work &amp; Printing fruit and vegetables</p> <p>Focus Artist: Archimoboldo- Know that he used fruit and vegetables to make faces and portraits</p>   <p>Focus Artist- Picasso Now that Pablo Ruiz Picasso was a Spanish artist designer who spent most of his adult life in France. Know that his emotions influenced his art work. Know that his realistic drawing style captures light, shadow and 3D</p> 	<p>Topic projects - Observational work, nature rubbings, bug art with natural resources</p> <p>Focus Artist: Van Gogh Know that Van Gogh creates realistic art.</p>  
	<p>Topic project – Colour mixing to paint Elmer</p> <p>Focus Artist: David McKee Know that McKee’s artwork is collage.</p> 	<p>Topic projects – 3D sculpture manipulating paper and junk modelling</p> <p>Focus Artist: Joan Miro Know that Miro made sculptures.</p>  	<p>Topic projects: Focus Collage using fabric, paper, pasta, beans etc, to create texture.</p> <p>Focus artist: Matisse Know that he was a French visual artist, Know that he was known for both his use of colour and his fluid and original style Know that he was a printmaker, and sculptor, but is known primarily as a painter.</p>   

YEAR 1			
Y1	Autumn Term Weather/Explorers & Everyday materials	Spring Term Food/Greatest History Maker/Animals in humans	Summer term Penguins Arctic/Charles Prison/Plants
	<p><b>Unit Focus: Painting</b></p> <p>Medium: poster paint</p> <p>Suggested Outcome: Imitate Kandinsky picture with repeated patterns, using different colours (colour mixed painting) and use objects to create different block of texture (printing and pattern).</p> <p>Focus Artist: Wassily Kandinsky Know that Kandinsky was a Russian painter. Know that he started abstract art.</p> 	<p><b>Unit Focus: Drawing</b></p> <p>Medium: pencil</p> <p>Suggested Outcome: Animal sketches</p> <p>Focus Artist: Henry Moore Know what Henry Moore creates sculptures, drawings and prints.</p>  	<p><b>Unit Focus: Sculpture</b></p> <p>Medium: salt dough/clay</p> <p>Suggested Outcome: 2D shape sculpture in the style of Hepworth</p> <p>Focus Artist: Barbara Hepworth Know that Barbara Hepworth was a British sculptor. Know that she created abstract drawing and sculptures inspired by nature.</p>  
YEAR 2			
Y2	Autumn Term Seaside/Sappho/Everyday materials	Spring Term Animals inc humans/where I live/toys 1960s	Summer term
	<p><b>Unit Focus: Painting</b></p> <p>Medium: poster paint</p> <p>Suggested Outcome: Create a painting in the style of Romero Britto, using different colours</p>  <p>Focus Artist: Henri-Edmond Cross Know he was a French painter and printmaker. Know that he is most acclaimed as a master of Neo-Impressionism and he played an important role in shaping the second phase of that movement.</p>  <p>Focus Artist: Matisse Know that he is French visual artist, known for both his use of colour Know that he was an impressionist painter</p>	<p><b>Unit Focus: Drawing</b></p> <p>Medium: pencil, pastels, felt tips, collage</p> <p>Suggested outcome: Multimedia drawing of animals/toys</p> <p>Focus Artist: Romero Britto Know that he is a Brazilian artist. Know that he uses vibrant colours and bold patterns. Know that he combines elements of cubism, pop art, and graffiti painting in his work, using vibrant colors and bold patterns as a visual expression of hope, dreams, and happiness</p>  	<p><b>Unit Focus: Clay</b></p> <p>Medium: Clay</p> <p>Suggested Outcome: Pinch pots</p> <p>Focus Artist: Ellen Schön Know that she is an American ceramic artist. Know that she is inspired by cultural traditions.</p>  

LKS2	YEAR 3		
	Autumn Term Rocks & fossils/ earthquakes/stone age/light	Spring Term Animals &plants/sustainability/bronze age	Summer Term Forces & magnets/Sunshine State/Iron Age
<p><b>UNIT focus: Drawing</b></p> <p>Medium: mixed media: Prehistoric paintings and fossil drawings</p> <p>Suggested outcome:</p> <p>Focus Artist: Leonardo Da Vinci Know that Da Vinci was an Italian renaissance artist and he is well known as the famous artist who painted the 'Mona Lisa'. Know that he drew what he observed from the world around him, including the human anatomy and animal and plant life. Know that he was also a brilliant geologist-He drew rock and fossil formations</p> 	<p><b>Unit Focus: 3d art</b></p> <p>Suggested Outcome: Natural/recycled sculpture</p> <p>Focus Artist: Andy Goldsworthy Known for being an English sculptor, photographer, and environmentalist Known for producing site-specific sculptures and land art situated in natural and urban settings.</p>  	<p><b>Unit Focus: Painting</b></p> <p>Medium: Different types of paint: Watercolour (background), mixed paint</p> <p>Suggested Outcome: Portrait, replication of picture to practise perspective</p> <p>Focus Artist: Frida Kahlo Know that Frida Kahlo was a Mexican painter. Know that she was best known for her self-portraits inspired by Mexico.</p> 	
YEAR 4			
Autumn Term Digestive system/ megacities	Spring Term States of matter/local area/Anglo Saxons	Summer Term Habitats-jungles & deserts/sound/Vikings	
<p><b>Unit Focus: Drawing</b></p> <p>Medium: Multimedia- Drawing, pastels &amp; collage</p> <p>Suggested outcome: Cityscapes landscape</p> <p>Focus Artist: Stephen Wiltshire- known for his line drawings from memory James Rizzi: Known for colourful bright cityscapes using anthropomorphism Charles Fazzino: Known for silkscreen serigraphs in a 3D pop art style. His artwork is influenced from urban landscapes.</p> 	<p><b>Unit Focus: 3d sculpture/clay</b></p> <p>Medium: Clay</p> <p>Suggested outcome: Create a pot using different methods to then decorate coil</p> <p>Focus Artist: Beatrice Wood Know that Beatrice Wood was an American ceramic artist. Know that she experimented with shape and glazes.</p>  	<p><b>Unit Focus: Painting</b></p> <p>Medium: Different types of paint: Watercolour (background), mixed paint</p> <p>Suggested Outcome: Create a landscape picture</p> <p>Focus Artist: David Hockney Know that David Hockney was involved in the pop art movement in the 1960s. Know that pop art was based on popular culture and often full of colour.</p> 	

UKS2	YEAR 5		
	Autumn Term Animals/volcanoes	Spring Term Rivers/properties and change of materials	Summer Term Mountains & Forces
<p><b>Unit Focus: 3D Sculpture</b></p> <p>Medium: art straws and wire or thick card</p> <p>Suggested Outcome:</p> <p>Focus Artist / Architect: Damien Ortega Know that Ortega is a Mexican sculptor who uses everyday objects to create his sculptures.</p> 	<p><b>Unit Focus: Painting</b></p> <p>Medium: Different paint types</p> <p>Suggested Outcome: Create a multimedia with different techniques, adding textures to paints and layering</p> <p>Focus Artist: Maggi Hambling Know that she is a modern British artist Know that she has become synonymous with crashing waves. Know that she is really gestural with paint but is a sculptor and portrait artist too.</p> <p>Focus Artist: Claude Monet Know that he was a French painter and founder of impressionism painting Know that Monet's work includes reflections in his waterlily paintings and the water in his London paintings.</p> 	<p><b>Unit Focus: Drawing</b></p> <p>Medium: Pencil, pastel</p> <p>Suggested Outcome: create a mountain landscape</p> <p>Focus Artist: Katsushika Hokusai Know that they were a Japanese artists Know that they were a painter and printmaker</p> 	
YEAR 6			
Autumn Term Habitats/climate change	Spring Term Animals & humans/fairtrade	Summer Term Evolution/national parks	
<p><b>Unit Focus: Drawing</b></p> <p>Medium: Pencil, pastel</p> <p>Suggested Outcome: Landscape containing perspective / vanishing point.</p> <p>Focus Artist: Paul Nash Know that Paul Nash was a British artist, born in 1889. He was most famous for his landscape paintings that make natural features look like animals, people, or other strange creatures.</p> 	<p><b>Unit Focus: Painting</b></p> <p>Medium: Different paint types, textiles</p> <p>Suggested Outcome: Create a multimedia with different techniques, adding textures to paints and layering</p> <p>Focus Artist: Jackson Pollock Know that Pollock was an abstract expressionist artist. Know that he tried to show emotions, like happiness or anger, in the expressive marks that he made in his art.</p> 	<p><b>Unit Focus: 3D Sculpture-Clay</b></p> <p>Medium: Clay</p> <p>Suggested Outcome: vase in the style of Grayson Perry</p> <p>Focus Artist: Grayson Perry Know that Grayson Perry is an English contemporary artist, known for his ceramic vases. Know that Perry's vases have classical forms and are decorated in bright colours. Know that he often uses images to create a mood or tension.</p> 	

**Unit overview – what, when and who:**

	EYFS	YEAR 1 / 2		YEAR 3 / 4		YEAR 5 / 6	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Autumn 1</b>	Self portraits Paul Klee	Painting Kandinsky	Henri-Edmund Cross Matisse	Drawing Leonardo Da Vinci	Drawing-Stephen Wiltshire, James Rizzi & Charles Fazzino	Sculpture Damien Ortega	Drawing Paul Nash
<b>Autumn 2</b>	Colour mixing David McKee						
<b>Spring 1</b>	Printing fruit Picasso Archimoboldo	Drawing Henri-Edmund Cross Matisse	Painting Romero Britto	Sculpture Goldsworthy	Sculpture Beatrice Wood	Painting Claude Monet Maggi Hambling	Painting Jackson Pollock
<b>Spring 2</b>	Sculpture Joan Miro						
<b>Summer 1</b>	Observational work, Printing Van Gogh,	Sculpture Barbara Hepworth	Sculpture – clay Ellen Schon	Painting Frida Kahlo	Painting David Hockney	Drawing Katsushika Hokusai	Sculpture – clay Grayson Perry
<b>Summer 2</b>	Collage Henri Matisse						