



Shine as Lights in the World

Art and Design and Design and Technology Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	ART Exploring colour Colour mixing Different tints by adding white	ART Exploring an artist: Vincent Van Gogh Stary night – using a sponge to develop texture	ART Exploring an artist: Kandinsky Circles – colouring within circle shapes	ART Drawing skills Observational drawing of daffodils linked to St. David's Day & Spring	ART Exploring an artist & developing drawing skill Vincent Van Gogh Sunflowers – observational drawing, mixed media and collage	ART Transient Art Making their own pictures using natural objects.
	Design and Technology Children have opportunities to explore different materials to develop ideas about how to use them and what to make. They are encouraged to develop their own ideas and decide which materials to use to express them.					
Reception	ART Painting Skin tones (using crayons) – colour matching Self-portraits Drawing their family baseline assessment.	ART Observational drawing Still life – look and draw using pencils Printing Linked to wow day Printing using classroom objects India/ Pakistan Truck art – exploring colour and pattern using collage.	ART Collage Dragon craft linked to Lunar New Year Synthia St. James Painting Mixing colours to represent feelings – linked to the 'Colour monster' and 'Mixed' stories Calligraphy – brush strokes linked to China.	ART Drawing skills Observational drawing Exploring lines and shading Cubism Colour and shapes – linked 'Elmer' Mixed media – collage, painting Linked to skin tones – shapes of a face	ART Observational Drawing Still life – look and draw Drawing their family progress assessment.	ART Painting Water Colours – setting up a paint station. Marbling.
	Design and Technology As part of the continuous provision supplementing taught sessions children have the opportunity to explore a variety of materials, tools and techniques and are given opportunity to experiment with texture, form and function. The children are encouraged to explain the process they have used.					
Year 1	ART Observational Drawing of old and new toys Medium- pencils	DT Sandwiches linked to core text	ART Elmer paintings using colour mixing Medium – water colours Artist study: Mondrian and Paul Klee	ART African Animal Art Medium – water colours, printing & sketching	DT Up-cycling a bag	DT Moving pictures Rockets
Year 2	Art	DT	DT Make fire engines	DT Fabric/sewing	ART Watercolours wet on wet	ART: Animal collages using

	Famous buildings (Linked to continents and cities Medium - Pencils	Food technology - making pizza	Wheeles and axles	Pouch for a Samuel Peyps' special belongings	Artist study: Georgia O'Keeffe - plants	different types of paper and overlapping skills Artist study: Megan Coyle
Year 3	ART Stone Age art Medium - Charcoal /pencil/natural - homemade dye	ART Sketching - Woolly mammoth Medium - Mark making using pencils	DT Pneumatics - rainforest animal	Art Rainforests Medium - water colours Artist study: Henri Rousseau	DT Eat like an Egyptian Making hummus and kebabs	DT - Pop-Up book
Year 4	DT Roman chariots	DT Roman feasts Bread making	ART Impressionism - creating mood Medium - water colours Artist study: Renoir	DT Lightboxes	ART Printing - flags	ART/ Benin sculptures
Year 5	ART Ancient Greek pottery	ART Space Medium - Oli pastels Artist study: Peter Thorpe	DT Eat like an Anglo Saxon Make a potage	DT Viking longships Cams	ART The Highway Man- introducing perspective Medium - pencils Illustrator	ART Titanic Perspective - Medium Watercolour & Sketching wash
Year 6	ART London skyline pictures Medium - pencils and watercolour Arists study Wilf Hardy	DT Bomb-proof shelters		ART Romero Britto	ART Extreme Earth - Own versions of Hokusai Great Wave Medium - water paints and monoprinting Artist study Hokusai	ART Althea McNish - Caribbean art DT: Caribbean food

<p>Y1 Golden Nuggets</p>	<p>ART Observational Drawing</p> <p>What is observational drawing?</p> <p>How can I make objects look bigger/smaller in my work?</p> <p>How can I draw more accurate shapes when drawing what I see?</p> <p>To draw simple outlines and add detail.</p>	<p>DT Making a healthy sandwich</p> <p>Design</p> <ul style="list-style-type: none"> What makes a good sandwich? Can I design a sandwich that I would like to eat? Can I design a sandwich that is healthy? Can I plan and design what I am going to make? <p>Make</p> <ul style="list-style-type: none"> Can I use a knife safely to make spread a filling and cut a sandwich in half? Can I follow a recipe to make my sandwich? <p>Evaluate</p> <ul style="list-style-type: none"> How successful was my sandwich? 	<p>ART Artist study: Mondrian and Paul Klee Elmer</p> <p>Who were Mondrian and Paul Klee?</p> <p>How have Mondrian and Paul Klee used colour mixing in their art work?</p> <p>What are the primary and secondary colours?</p> <p>Can I make a secondary colour?</p> <p>What are tints and shades?</p> <p>Can I make a tint and shade?</p> <p>Can I use what I have learnt to make my own artwork inspired by Mondrian and Paul Klee?</p>	<p>ART African Animal Art</p> <p>How can I use learnt sketching skills to draw a lion?</p> <p>How can I experiment with different mark making techniques to create texture?</p> <p>Can I mix watercolour colours and paint using watercolour mark making skills?</p> <p>How are prints made?</p>	<p>DT Making an up-cycled bag</p> <p>Design</p> <ul style="list-style-type: none"> What makes a good bag? Can I design a bag that I would like to use? Can I plan and design what I am going to make? Can I embellish my bag? <p>Make</p> <ul style="list-style-type: none"> Can I use a scissors safely to cut my fabric? Can I embellish my bag using a running stitch? <p>Evaluate</p> <p>How successful was my bag?</p>	<p>DT Moving pictures Space themed</p> <p>Design</p> <ul style="list-style-type: none"> What is a moving picture? How can I make a picture move? Explore levers, springs, sliders. What should a space rocket look like? <i>Look at different parts of the rocket</i> Can I use what I have learnt to design my own space rocket? <p>Make</p> <ul style="list-style-type: none"> Can I select the best materials to make my picture, ensuring that the materials are secured together well and the picture has moving parts. <p>Evaluate</p> <ul style="list-style-type: none"> Can I evaluate my product against the design criteria?
<p>Links to prior learning</p>	<p>Pencil sketching in EY</p>					
<p>Vocabulary</p>	<p>Thick, thin, soft, hard, pattern, line, shape, outline, detail, colour, nature mark making narrow, broad, fine, texture</p>	<p>Instructions, ingredients, method, imperative verbs (first/then/next)</p>	<p>Tint, shade, mix, paint, paint station, colour wheel, primary colours, secondary colours, red, blue, yellow, green</p>	<p>Mark making, line, tine, shape, outline, texture, watercolour, print, tile, roller, ink, press</p>	<p>Up-cycling, bag, t-shirt, design, equipment, scissors, needle, thread, running stitch, safety, decorate, embellish</p>	<p>Moving part, levers, springs, sliders, decorate</p>

		utensils, safety, cut, spread, knife, plate, method				
Links to the NC	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>To understand where food comes from.</p>	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To use a range of materials creatively to design and make products</p>	<p>To use a range of materials creatively to design and make products</p>

<p>Y2 Golden Nuggets</p>	<p>Art Famous buildings (Linked to continents and cities)</p> <p>What are some famous buildings like from the continents we are studying? <i>Teachers to find buildings</i></p> <p><i>Line, shape and colour</i></p>	<p>DT Making a healthy pizza</p> <p>Design</p> <ul style="list-style-type: none"> Why is a healthy diet important? How can you make sure that your pizza will be healthy and colourful? <p>Make</p> <ul style="list-style-type: none"> Can I follow my design and make a tasty pizza using the correct tools? <p>Evaluate</p> <ul style="list-style-type: none"> Can I use the success criteria to evaluate my product? 	<p>DT Fire Engines</p> <p>Design</p> <ul style="list-style-type: none"> What are modern fire engines like? <i>design purposeful, functional, appealing</i> Can I use what I have learnt to design my own fire engine? How are wheels, axis and chassis used in vehicles? <p>Make</p> <ul style="list-style-type: none"> Can I make my fire engine using the right tools, ensuring that I take care with cutting, shaping, joining and finishing? <p>Evaluate</p> <ul style="list-style-type: none"> Can I use the success criteria to evaluate my product? 	<p>DT Making a pouch</p> <p>Design</p> <ul style="list-style-type: none"> What is the purpose/function of a pouch? What are the main features? What materials are used to ensure that a pouch is both functional and durable? <p>Make</p> <ul style="list-style-type: none"> Can I make a pouch using the right tools, ensuring that I take care with cutting, shaping, joining and finishing? Can I make a pouch that is fit for purpose? <p>Evaluate</p> <ul style="list-style-type: none"> Can I use the success criteria to evaluate my product? 	<p>Art Artist study: Georgia O'Keeffe</p> <p>Who was O'Keeffe and why is she remembered today?</p> <p>How did O'Keeffe use shades and tones in her artwork?</p> <p>Can I use what I have learnt to create my own art piece inspired by O'Keeffe?</p>	<p>ART: Animal collages using different types of paper and overlapping skills</p> <p>Artist study: Megan Coyle</p> <p>Who is Megan Coyle and why is she remembered today?</p> <p>What are collages?</p> <p>Can I use what I have learnt to create an art piece inspired by Megan Coyle?</p>
<p>Vocabulary</p>	<p>Thick, Thin, Soft, Hard, Broad, Narrow, Fine, Pattern, Line, Shape, Outline, Detail, Texture, Mark Making, Building, Architecture</p>	<p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing,</p>	<p>Fire Engine, fire hoses, wheels, windscreen, back door, blue flashing light, ladder, safety equipment, safety, chassis, movement, axel, body</p>	<p>Pouch, purse, fabric, sew, design, needle, thread, materials, functional, durable, running stitch, back stitch, embellish</p>	<p>Watercolour, plants, flowers, wash, winkle, tone, mixing, shade, texture, colour, pastels, observation, natural, overlap, warm colours, cold colours, shade, tint, scale, view finder, develop, construct</p>	<p>Paper, layers, warm colours, cool colours, collage, overlapping, colour, pattern, line, texture, shape, form, space, artists, craft makers, crunching, twirling, rolling, primary/secondary colours,</p>

		healthy diet, choosing, ingredients				
Links to the NC	<ul style="list-style-type: none"> ▫ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ▫ drawing ▫ sculpture to develop and share their ideas, experiences and imagination ▫ colour ▫ line ▫ shape ▫ space 	<p>To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>To understand where food comes from.</p>	<p>Design:</p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.</p> <p>Make</p> <p>To select from and use a range of tools and equipment to perform practical tasks]</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>To evaluate their ideas and products against design criteria</p>	<ul style="list-style-type: none"> ▫ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ▫ drawing ▫ painting ▫ colour ▫ line ▫ shape 	<ul style="list-style-type: none"> ▫ sculpture to develop and share their ideas, experiences and imagination ▫ Colour ▫ Texture ▫ Shape ▫ bout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
Links to prior learning	Year 1 – Observational drawing, Elmer, Pop Art	Year 1 – Making a sandwich	Year 1- Up-cycling a bag Making a moving picture	Year 1 – Observational drawing, Elmer, Pop Art	Year 1 – Observational drawing, Elmer, Pop Art	

<p>Y3 Golden Nuggets</p>	<p>ART Stone Age</p> <p>What are cave paintings and what are the reappearing themes found within them?</p> <p>How was prehistoric art created?</p> <p>What are the techniques for using charcoal?</p> <p>How can I use what I have learnt to create my own prehistoric cave painting?</p> <p>How did prehistoric people make their paints? Can I use this to create my own cave painting?</p> <p>Which of the skills you have learnt this topic do you feel you have used effectively, and which ones could you improve on?</p>	<p>ART Sketching – Woolly mammoth</p> <p>Can I use mark making to create different effects?</p> <ul style="list-style-type: none"> • hatching • cross-hatching • stippling • dabbing • sgraffito • pouring • splattering • scribbling 	<p>DT Pneumatics – a rainforest animal</p> <p>Design</p> <ul style="list-style-type: none"> ▪ What are pneumatic systems? ▪ Can I design an animal with moving parts that is controlled by pneumatic systems? <p>Make</p> <ul style="list-style-type: none"> ▪ Can I make an animal that has a moving part that is controlled by a pneumatic system? ▪ Can I use tools correctly? <p>Evaluate</p> <ul style="list-style-type: none"> ▪ Can I use the success criteria to evaluate my product? 	<p>Art Rainforests Medium – Poster paints</p> <p>Artist study: Henri Rousseau</p> <p>Who was Henri Rousseau and why is he remembered today?</p> <p>Which techniques did Henri Rousseau use and why?</p> <p>How do I mix colours to get the right tone?</p> <p>Can I use what I have learnt to create my own Henri Rousseau inspired art piece?</p>	<p>DT Eat like an Egyptian</p> <p>Design</p> <ul style="list-style-type: none"> ▪ How did the Egyptians eat? ▪ What dishes are served in Egypt today? ▪ Can I design a healthy meal inspired by Egyptian cuisine? <p>Make</p> <ul style="list-style-type: none"> ▪ Can I follow a recipe and make a healthy Egypt inspired meal using tools appropriately? <p>Evaluate</p> <ul style="list-style-type: none"> ▪ Can I use the success criteria to evaluate my product? 	<p>DT Pop-up book</p> <p>Design</p> <p>Make</p> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ Can I use the success criteria to evaluate my product?
<p>Links to NC</p>	<ul style="list-style-type: none"> ▫ to create sketch books to record their observations and use them to review and revisit ideas ▫ to improve their mastery of art and design techniques, including drawing and painting with a range of materials – pencil, charcoal and homemade paint. ▫ about great artists, in history. 	<ul style="list-style-type: none"> ▫ to improve their mastery of art and design techniques, including pencils ▫ to create sketch books to record their observations and use them to review and revisit ideas 	<p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Make</p>	<ul style="list-style-type: none"> ▫ to improve their mastery of art and design techniques, including pencils & paint ▫ to create sketch books to record their observations and use them to review and revisit ideas 		

			<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical Knowledge understand and use mechanical systems in their products.</p>			
Vocabulary	charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up sketch, smudging, texture, tone	Sketching, shading, cross-hatching	Pneumatic system	Tone Range Layering	Egypt, nutrition,	
Links to prior learning	Year 1 – Observational drawing, Elmer, Pop Art	Year 1 – Observational drawing, Elmer, Pop Art	Year 1 – Observational drawing, Elmer, Pop Art	Year 1 – Colour mixing	Year 1 – Observational drawing, Elmer, Pop Art	

<p>Y4 Golden Nuggets</p>	<p>DT Roman Chariots</p> <p>Design</p> <ul style="list-style-type: none"> What are Roman chariots and what are the different parts used for? What will make a successful chariot? Can I use what I have learnt to design my own chariot? How will I strengthen and reinforce more the structure? <p>Make</p> <ul style="list-style-type: none"> Can I use the right equipment to make my product? <p>Evaluate</p> <ul style="list-style-type: none"> How successful was my product? 	<p>DT Roman Feasts Making bread</p> <p>Design</p> <p>Can I design and make a bread product with support and guidance?</p> <p>Make</p> <p>How can I use my experiences, ingredients and cooking methods to bake the bread?</p> <p>What hygiene methods do we need to consider?</p> <p>Evaluate</p> <p>Has my bread met the design criteria? Can it be eaten and enjoyed?</p>	<p>ART Impressionism – creating mood</p> <p>Medium – water colours Artist study: Monet</p> <p>Who was Renoir and why is he still remembered today?</p> <p>How has Renoir used watercolours effectively?</p> <p>What are and how are landscapes painted?.</p> <p>Can I use what I have learnt about water colour techniques to paint a picture of a landscape with water?</p>	<p>DT Light Boxes</p> <p>Design</p> <p>Can I name different types of illuminated signs?</p> <p>Make</p> <p>Can I select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign?</p> <p>Evaluate</p> <p>Reflect on the success of the light box – does it meet the design brief?</p>	<p>Art Benin Sculptures</p> <p>What are Benin sculptures?</p> <p>What makes an effective sculpture?</p> <p>Can I use what I have learnt to design and make my own Benin sculpture?</p> <p>How effective was my sculpture?</p>	<p>ART Printing - Flags</p> <p>Can I transfer a flag sketch onto a polystyrene tile?</p> <p>Am I able to cut the tile to form as part of the relief print?</p> <p>Can I select use the correct equipment for printing my flag image?</p> <p>How will I add layers of colour on to my flag?</p>
<p>Vocabulary</p>			<p>Impressionism, artist, water colour, mix, shade, wash, light, dark, mood</p>			
<p>Links to the NC</p>			<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including paint to create sketch books to record their observations and use them to review and revisit ideas 			
<p>Links to prior learning</p>			<p>Year 1 – Pop art</p>			

			Year 3 – Rainforests (colour mixing)			
Y5 Golden Nuggets	<p>DT Greek Pottery</p> <p>How did the ancient Greeks use pottery to tell stories?</p> <p>What makes a successful piece of pottery?</p> <p>Can I use what I have learnt to make my own clay pot?</p> <p>How effective was my product?</p>	<p>ART Peter Thorpe Oli pastels</p> <p>Who is Peter Thorpe and what makes his work so unique?</p> <p>How did Peter Thorpe create shadow/darkness within a picture by blending oil pastels?</p> <p>Which techniques can I use from Peter Thorpe's work to create my own space picture?</p> <p>Which of the skills you have learnt this topic do you feel you have used effectively, and which ones could you improve on?</p>	<p>DT Eat like an Anglo Saxon – Make a Potage</p>	<p>DT Viking Longships</p> <p>Design</p> <ul style="list-style-type: none"> What did Viking longships look like and what were the different components? Can I use what I have learnt to design my own Viking ship with moving parts, using cams? <p>Make</p> <ul style="list-style-type: none"> Can I select the right tools to make my product ensuring that the cams work? <p>Evaluate</p> <ul style="list-style-type: none"> How successful was my product compared to the examples we saw and my success criteria? 	<p>ART The Highway Man Charles Keeping (Illustrator)</p> <p>To create a sketch introducing perspective.</p> <p>Which of the skills you have learnt this topic do you feel you have used effectively, and which ones could you improve on?</p>	<p>ART Titanic</p> <p>What is 'perspective' and can I identify this within artwork? <i>Construction lines, Vanishing points & horizon lines</i></p> <p>How have artists used watercolours effectively?</p> <p>What are the techniques for using water colours?</p> <p>How do I use what I have learnt on perspective and water colours to create my own Titanic art piece?</p> <p>Which of the skills you have learnt this topic do you feel you have used effectively, and which ones could you improve on?</p>
Vocabulary						
Links to the NC		<ul style="list-style-type: none"> to improve their mastery of art and design techniques to create sketch books to record their observations and use them to 		<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including pencils to create sketch books to record their observations and use them to review and revisit ideas 		<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including Drawing- pencils Painting to create sketch books to record their observations

		review and revisit ideas				and use them to review and revisit ideas
Links to prior learning	<p>Year 1 – Observational drawing, Elmer, Pop Art</p> <p>Year 2 – Animal collages,</p> <p>Year 3 – Stone Age, Mark making, Rainforests & death masks</p> <p>Year 4 – impressionism,</p> <p>Year 5 – Peter Thorpe, HWM & Titanic</p> <p>Year 6 – Indian art, air crafts</p>	<p>Year 1 – Elmer, Pop Art</p> <p>Year 3 – Stone Age, Rainforests & death masks</p> <p>Year 4 – impressionism,</p>		<p>Year 1 – Observational drawing</p> <p>Year 3 – Stone Age, Mark making, Rainforests &</p> <p>Year 4 – impressionism,</p>		<p>Year 1 – Observational drawing</p> <p>Year 3 – Stone Age, Mark making, Rainforests &</p> <p>Year 4 – impressionism,</p>

<p>Y6 Golden Nuggets</p>	<p>ART Artist study: Wilf Hardy</p> <p>Who was Wilf Hardy? How can you draw parts of the London skyline proportionally? <i>Grid method</i> <i>Which techniques can I use to sketch?</i></p> <ul style="list-style-type: none"> - <i>Hatching</i> - <i>Cross hatching</i> - <i>Stippling</i> - <i>Finger blending</i> <p>Explore different watercolour washes</p> <ul style="list-style-type: none"> - <i>flat wash</i> - <i>graduated wash</i> - <i>blended wash</i> <p>Which of the skills you have learnt this topic do you feel you have used effectively, and which ones could you improve on?</p>	<p>DT Bomb-proof shelters</p> <p>What structures will be strong enough to withstand an impact?</p> <ul style="list-style-type: none"> - They learn that structures can fail when loaded, and the use of techniques for reinforcing and strengthening structures. - - They are shown the strength of tubes as a construction material and textiles as a suitable cover for a framework. <p>How can we create a design for a prototype?</p> <ul style="list-style-type: none"> - Children will learn to use Tinkacad (computer aided design) to create their design and annotate it with materials they will use for their prototype. <p>- An important context for this unit is our history work this term – life in Britain during World War II. Construction will relate to the need at that time to create shelters which are very strong and therefore offer a good level of protection for those inside.</p>		<p>Art Romero Britto</p> <p>Who is Romero Britto? What is typical of his style? Explore Pop Art and Cubism How can we create a portrait in his style? What would the face shape be like? What patterns are typical of his style but could represent our personalities?</p> <p>Explore patterning Explore contrasting colours</p>	<p>ART Artist study Hokusai</p> <p>Who was Hokusai's and why was 'The Great Wave' so famous? How do you feel about Hokusai's Great Wave art piece? <i>How will you use this to inform your work?</i></p> <p>How did Hokusai use colour and layering to create his Great Wave art piece?</p>	<p>ART Caribbean Art Althea McNish</p> <p>Who is Althea McNish? What influences her art work – what experiences did she have and from where? What techniques do I need to use oil pastels?</p> <ul style="list-style-type: none"> - Using Sgraffito tools - Oil Blending - Dry blending - Tinting - Scumbling - Cross-Hatching <p>Create a piece of work, using oil pastels, in the style of Althea McNish which could be used for furnishings, fabric or wallpaper.</p> <p>DT Caribbean food</p> <p>Research Caribbean foods using ipads and books. Create a Caribbean meal using the ingredients researched. Plan and cook this using air fryers eg. Jerk Chicken and Rice.</p>
<p>Vocabulary</p>	<p>Blitz, ARP, evacuated</p>	<p>modelling, scale model, fair test</p>				<ul style="list-style-type: none"> - Using Sgraffito tools

	watercolour, board, hot/cold colours, inspiration, opinion, watercolour paints winking, flat wash, graduated wash, blended wash, hatching, cross hatching, stippling, finger blending	rolling, strengthening, reinforcing triangulation, diagonal, stable, strength, framework, material, tube, rigid, section, water, resistance, tie, strut, beam, bracket, stay, member, horizontal, vertical, gusset, tension, compression, bending, twisting				<ul style="list-style-type: none"> - Oil Blending - Dry blending - Tinting - Scumbling - Cross-Hatching
Links to prior learning	<p><u>Year 1</u> – Observational drawing</p> <p><u>Year 2</u> – Buildings</p> <p><u>Year 3</u> – Wolly mammoth & Stone Age</p> <p><u>Year 4</u> -</p> <p><u>Year 5</u> - <u>The Highwayman</u></p>					<p><u>Year 1</u> - Elmer & Pop Art</p> <p><u>Year 3</u> - Stone Age, Wolly mammoth & Egyptian death masks</p> <p><u>Year 4</u> – Impressionism</p> <p><u>Year 5</u> – The HWM</p>
Links to the NC	<ul style="list-style-type: none"> ▫ to improve their mastery of art and design techniques, including ▫ Drawing ▫ to create sketch books to record their observations and use them to review and revisit ideas 	<p>Year 6 WW2 history unit.</p> <p>to improve their mastery of art and design techniques,</p>		<ul style="list-style-type: none"> ▫ to improve their mastery of art and design techniques, including ▫ Drawing ▫ to create sketch books to record their observations and use them to review and revisit ideas 		<p>Britain since 1930 (History)</p> <ul style="list-style-type: none"> ▫ to improve their mastery of art and design techniques including paint ▫ to create sketch books to record their observations and use them to review and revisit ideas