



Rosslyn Primary and Nursery School: Art Coverage and Progression

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	Nursery			Reception			
	<ul style="list-style-type: none"> Explore different materials freely to develop ideas about how to use them and what to make. Develop their own ideas and decide which materials to use to express their ideas. Join different materials and explore different textures. Draw with increasing complexity, eg representing a face as a circle and adding detail. Use drawing to represent ideas such as loud noises and movement. Show different emotions in drawings eg happiness, sadness, fear. Explore colour and colour mixing. Use one handed tools and equipment, eg making snips in paper with scissors. Use a comfortable grip when using mark making tools and know which hand they prefer to use. <p>Vocabulary – join, combine, materials, shapes, lines, detail, feelings, colour, colour mixing, light and dark</p>			<ul style="list-style-type: none"> Safely explore a variety of materials, tools, techniques, experimenting with colour, design ,texture, form and function. Share creations, explaining the process they have used. Use a variety of artistic effects to express ideas and feelings. Create collaboratively, sharing resources, ideas and skills. Develop fine motor skills so that they can use a range of small tools effectively, eg. paintbrushes, scissors, pencils (with a tripod grip) <p>Vocabulary – Colour, warm, cool, mix, blend, shade, texture, background, outline,</p>			
Year 1	All about me	Let's play Were old toys more fun? Materials	Nature Detectives Town and country	Hot, hot, hot	Whatever the weather	Journey to Space Look up	
	Focus on senses Touch- clay Smell- spices and herbs, lemon, cinnamon sticks etc- push into the clay. Use focus language as you work. Painting/ mark making to music Clay, Mark-making, Painting,	Link to harvest festival Printing with food (cabbage, potato, apples) Print with different materials, textures,(cardboard, bubble wrap, sponge etc) To extend- could cut to create food shapes) Printing,	Town and country collage Tearing and cutting skills. Very simple shapes. Break down to form and shape. Colours, Eg Office may be a piece of mirror card. Farm may be a brown rectangle. Build up the two collages as a class. Artist Etel Adnan (Lebanon) Collage	Repeating patterns. Exploring Dutch wax patterns. (Global history) Make comparisons between British patterns eg William Morris and compare. Create own patterns. I chose pink because. etc My favourite colour, the colour of my favourite food etc, Mark-making, Collage	3d mobile – twig or cane in outdoor area. Drawing with different tools, paint, crayons, charcoal etc. Could also rip a circle etc. (Link to weather symbols) What can we do to represent the weather.? Moving in the wind. Add to it across the half term, linked to the weather. Mark-making, Painting 3D	Multi-media Look up Go for a walk-through different area e. g. forest. Use mirror card, or iPad which can be recorded) Create what they saw on mirrored card. Critical thinking-Each child does 2 or 3 and chooses which one they want to be part of class composition. Can be collage(ripped paper), paint(add PVA to make it stick), print etc . Abstract Painting, Printing, Collage	
	Clay	3D	Text based	Mark- making	Painting	Printing	Collage
	<ul style="list-style-type: none"> Begin to understand the textures and properties of clay. Use air drying clay. Copy techniques such as rolling, squeezing, pressing materials into clay and begin to explore vocabulary to describe the sensory effects. Develop ideas from given starting points. 	<ul style="list-style-type: none"> Experiment with materials, including clay to create 3d structures. Make choices about materials to use to construct own models(continuous provision). Join materials with glue, tape or string. Create 3d mobile 	<ul style="list-style-type: none"> Oral rehearsal of ideas in all projects, using stem sentences. Eg. I chose this colour/ shape because.. 	<ul style="list-style-type: none"> Use a variety of mark making tools and materials to draw lines of different sizes and thicknesses. Respond to music through mark making. 	<ul style="list-style-type: none"> Paint in response to given stimuli (eg. music) Use thick and thin brushes. Be able to explain simple choices eg colour. Begin to mix colours. Experiment with abstract marks- blobs, lines etc 	<ul style="list-style-type: none"> Use objects to create prints eg. Fruit, vegetables, sponges. Roll, rub and stamp. Repeating patterns and overlapping shapes. 	<ul style="list-style-type: none"> Work in response to a given stimulus. Be able to discuss the work of an artist as a class. Copy and compare patterns. Use a combination of materials that are cut, torn and glued. Break down objects into shape and form. Contribute to a whole class collage and be able to explain simple choices. Eg I chose brown because..)

Skills Threads: Clay, 3D, Text-Based, Mark-making, Painting, Printing, Collage

Year 2	Minibeasts Living things and their habitats	Great Fire of London Why did London burn so quickly? Who was to blame?	Materials	Where in the world?	Plants Animals, including humans	What was it like to be a child in Nottingham in Victorian times?	
	<p>3d sculpture Paper manipulation What can we do with it? Fold it in half, becomes 3d. Scrunch, roll fold, twist - what does it look like now? Fold butterfly, roll- worm, legs, scrunch starts to look like a beetle etc Could even be leaves etc Follow the leader</p> <p>Black and white paper Black and white pipe cleaners. Create minibeasts out of A4 paper Could add pipe cleaners.</p> <p>Connect with wool, throw wool between each other. I link to you because...</p> <p>Display with wool to show connections.</p> <p>Could look at any 3d artist eg. Anish Kapoor(landmarks in Nottingham and London – sky mirror and ArcelorMittal Orbit in London) to discuss that artists sometimes do 3d work .</p> <p>3D</p>	<p>Printing- Storytelling- the great fire of London</p> <p>Foam and lolly sticks to print houses. The river- landmarks, The fire, boats in the river (draw into the foam) build up the story as you go along.</p> <p>Printing</p>	<p>Play with clay activity</p> <p>Share as a class – prod, poke, squeeze etc Use thumb, little finger etc</p> <p>What happens when you add water?</p> <p>Follow the leader, who can make the longest sausage? Let's copy – ___ is rolling really fast, let's all do it.</p> <p>Supported by a word bank.</p> <p>Can squash things into it- different properties and textures (blu tak, feather, sponge, lollipop sticks, plastic shapes, matchsticks). Things that are dead and have been alive(retrieval)</p> <p>Clay</p>	<p>Sewing – map of the world on UK . Thin A3 card using wool to stitch. Tapestry needle with a big eye. Could punch holes beforehand for some children. Sewing routes into the map, using routes from learning – relate to books</p> <p>Where in the world? Lost and Found- penguin routes. Caribbean routes. Where do they have links to? Where would you like to go? Choose relevant colours for each route.</p> <p>Consolidate geographical knowledge of continents and oceans as working.</p> <p>Mark-making</p>	<p>Take One Picture Painting</p>	<p>Collage Focus on contrast between rich and poor. Clothing focus. Bright colours for rich to show off wealth. Only wealthy could afford dyes. Sort fabric- purples, yellows etc (rich and Poor) Fabric sorting, include lace. Button sorting Rich colours can be painted onto calico. Status symbols - Waistcoats – Who wears them? Then and now.</p> <p>Collaborative waist coat - either fabric or card. Each child creates a rich and poor square for collaborative waistcoat. Each square will have a symbols eg chimney sweep, flat cap, top hat, apron etc Collaborative critical thinking is the choice of where each square goes. Modern symbols – Where would it go? Discuss how it could go either side eg Mc Donalds, Uber. What colours would you use – any colours these days?</p> <p>Exploration of logos and symbols as a status symbol. Include some they don't know. Symbols etc Does it matter? Do we need half and half or is there less distinction now between rich and poor symbols.</p> <p>Collage</p>	
	Clay	3D	Text-Based	Mark- making	Painting	Printing	Collage
	<ul style="list-style-type: none"> Understand the properties of air drying clay and how its properties change over time. Appreciate and describe different textures achieved when objects are pressed into the clay and develop vocabulary to describe them. Be able to generate their own ideas to try. Use techniques such as rolling, cutting, moulding and carving. Begin to use tools 	<ul style="list-style-type: none"> Develop ideas from given starting points. Be able to create simple paper sculptures. Be able to use vocabulary to describe (eg . fold, scrunch, twist,) following and sharing ideas as a class. Make decisions about the best way to join materials. Study examples of 3d art and consider why artists make 3d work. 	<ul style="list-style-type: none"> Develop critical thinking skills, descriptions of thoughts, ideas and feelings through oral rehearsal and stem sentences eg. I like ___ because, I chose because, I agree with __ I am going to roll, squeeze, make a ____. I think it looks like/ could be ... Follow the leader games and taking turns to lead and describe actions/ Contribute ideas relating to which words could be added to class compositions and displays. 	<ul style="list-style-type: none"> Explore the qualities of different materials as mark making tools. Colour own work neatly, following the lines. Show pattern and texture by adding dots and lines. Use sewing as mark making and consider colours, with guidance, giving reasons for their choices. 	<ul style="list-style-type: none"> Paint and develop critical thinking skills in response to curriculum stimulus.(Polar regions) Understand the concept of background and developing work over time. Use watercolour paint to create washes. Begin to mix specific colours correctly, taking account of the importance of avoiding waste. Begin to experiment with creating mood with colour. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Work in response to a given stimulus. Use a variety of materials (eg lolly sticks, foam, sponge. rollers) to create images in a story.(Great Fire of London) Be able to contribute to a class composition, discussing the materials and colours chosen to reflect the narrative. 	<ul style="list-style-type: none"> Work in response to a given stimulus. Use a range of fabrics. Use critical thinking skills to sort and choose materials according to colour, texture etc. Make decisions, with support, about how their piece will contribute to the whole class piece.

Year 3	Rocks and fossils	Were the Vikings ruthless raiders or peaceful settlers?	Light and dark	Can we save the polar bears? Global warming	Nature Detectives	Ancient Egypt Would we consider the Ancient Egyptians civilised or looked at them in horror?	
	Clay A fossil is a trace of the past. What would we leave behind? What is important to you? How do you want to be remembered? Layering. Choose words to articulate each stage. Why are they doing what they're doing. Give word bank to describe materials and the process. Print into the clay to create a mould. Use plaster of paris. Starting point - Erika Verzutti (Brazilian) mark makes with her fingers in clay) Could look at how she manipulates the clay. (Examples on Nottingham Contemporary website) Human trace of her work. Clay	Collaborative weaving and discussion of the question. What is a family, community? Individual weave to pass round or work on one and children move round. Collaborative to enhance the idea of collaboration. Could use wool, twigs etc Share sagas, could give prompts, collaborative story telling. What is community? 3D	Explore proportion and shadow inspired by the work of Degas. Children should know the vocab – sketch, pressure and texture. Know that a sketch can be a finished piece or a rough drawing. Know that texture can be added using pattern and line. Degas Know that he was an impressionist (artists draw an impression of how things look to them) Degas's work often shows poses as if people are moving He used pastels as well as pencil. Children create a sketch showing proportion and shade. Drawing and sketching	Could paint with ice cubes (infused with food colouring) Can melt it, draw with it and mark make. Add text with it. Could use the ice cubes to make a background and then add text. Could screen print words. Background colours to relate to polar regions. What colour for the text and why? Could study – Sister Corita Kent (American) Text based printmaker. Eg. Enriched bread Bold shapes, abstract Text-Based, Mark-making, Painting, Printing	Documentation - Rather than sketching- Rubbings- different materials experiment with charcoal, pastels, graphite pencils, chalk, Critical thinking is around choice of the one they want to display. Each child chooses a rubbing and says why they've chosen it to be part of the collaborative class display. Mono -printing Mark-making, Printing	Create a huge pyramid. Text and images collected throughout the project on 3d pyramid nets. Could be doodles, collage, sketches, different media and tools. Throughout the project, add to them and create more pyramids. Build bigger pyramids in groups. Decide which images and text are the most important and will still be seen as some are hidden inside. 3D, Text-Based, Collage	
	Clay	3D	Text-Based	Mark-making	Painting	Printing	Collage
	<ul style="list-style-type: none"> Develop ideas from starting points in the curriculum. (fossils as traces the past) Use air drying clay. Be able to use clay create a mould for plaster of Paris. Take inspiration from an artist. (Erika Verzutti). Share ideas as a class about the traces we leave behind. Be able to generate ideas collaboratively to share with the class. 	<ul style="list-style-type: none"> Develop ideas linked to curriculum links(Vikings/Egyptian civilisations) Understand the role collaborative art may play/have played in communities. Create and combine shapes to create recognisable forms (eg shapes made from nets) Work collaboratively in small groups, sharing ideas and building on the ideas of others. 	<ul style="list-style-type: none"> Develop critical thinking skills and ideas from starting points in the curriculum. Work in small groups to generate ideas and text. 	<ul style="list-style-type: none"> Use a range of sketching pencils to show tone and texture. Sketch lightly to avoid use of a rubber. Annotate some sketches to explain and elaborate ideas. Begin to use shading to show light and shadow. Use mark making in clay and rubbings to document nature. Drawings of figures show use of proportion. 	<ul style="list-style-type: none"> Paint in response to curriculum stimulus.(Polar regions) Understand the concept of background and developing work over time. Use watercolour paint to create washes. Begin to mix specific colours correctly, taking account of the importance of avoiding waste. Begin to experiment with creating mood with colour. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Work in response to curriculum stimulus (light and shadows) Cyanotype printing using cyanotype paper. Be able to discuss potential and actual outcomes with reference to scientific vocabulary(eg opaque, translucent transparent) Mono-printing. Explore as an opportunity to add more detail, or to be expressive and spontaneous, allowing scope for more abstract compositions. 	<ul style="list-style-type: none"> Develop critical thinking skills in response to a curriculum stimulus. Understand how collage can contribute to a multi- media project. Select and arrange materials for effect.
Year 4	What's the matter? Solids, liquids and gases	Changes from the Stone Age to the Iron Age. How do we know?	Sound	Caribbean 'Here to Stay' Windrush migration	Living things and their habitats.	What did the Romans do for us?	
	Explore shadow, shading and perspective. Explore different materials for mark making (pressing hard, lightly, smudging) Sketching shadows-Shining light through a glass of water and through solid objects. LIGHT PLAY- (see Nottingham Contemporary website) Create a light performance under a table, pass the torch,	Documentation Painting and collage Study still life eg Cezanne fruit Van Gogh Children to bring in objects that are important to them. What's around them? Create a contemporary arrangement. What's important in everyday life? What's relevant to you now? Study the work of Michael Craig Martin.	Visualisation of sound Listen and draw what you can hear. Different types of music and mark making tools. Mark-making,	Exploring immigration. What do we take for granted? Where did it come from? Painting with spices – add water and paint. Book art- Paint link to book illustrations. Can be abstract. Could be text based. How would you paint the words- discuss meaning/ emotions etc Outcomes should be different for all children. Some may use the	Clay Teeth focus Create teeth Glaze in different colours and decide how to group them.(eg food chains, menagerie) By the time they are grouped, they might begin to look like something else. Clay	Printmaking Coins (link to significance. Who would be on the coin?) Who would you put on a coin now? Who is relevant? Could be a symbol. Printing	

	<p>creating shadows using different objects(eg prisms). Take turns to hold the torch, explain why/how the shadow has been created. Record performance.</p> <p>Light play Hungarian artist -Lazlo Maholy-Hage (Founder of Bauhaus movement) One of the first artists to use light and colour and shape as art. Making art inclusive and accessible for all.</p> <p>3D, Mark-making</p>	<p>Prints of everyday life. Collaborative – choose which one they will contribute to the piece. Background colours could be blue and yellow for school colours.</p> <p>Mark-making, Painting, Collage</p>		<p>words, some may illustrate words.</p> <p>Text-Based, Painting</p>			
	Clay	3D	Text-Based	Mark-making	Painting	Printing	Collage
	<ul style="list-style-type: none"> Develop ideas from starting points in the curriculum. (types of teeth) Modelling, shaping, forming clay. Create a shape that supports itself eg. standing on the roots of the teeth. Begin to understand the process of using the kiln- making, drying, firing, glazing ,firing, Be able to work in small groups and as a class to consider how to group them and the visual impact. 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (eg solid 3d shapes of varying properties) Work collaboratively in small groups to select and arrange materials for effect. Take inspiration from the way artists have used light, colour and shape. 	<ul style="list-style-type: none"> Develop ideas and critical thinking skills from starting points throughout the curriculum. Work in small groups to generate ideas and develop text. Adapt and refine ideas as they progress 	<ul style="list-style-type: none"> Explore the qualities of different materials and the effects that can be achieved by using them in different ways. Know that B pencils are softer and be able to choose an appropriate pencil. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Visualisation of sound- compare music and mark making tools. 	<ul style="list-style-type: none"> Paint in response to curriculum stimulus. Paint with different materials. Take inspiration from contemporary and 19th century notable artists. Work in response to a given stimulus. Experiment with creating mood with colour. Mix required colours effectively. Adapt and refine ideas as they progress. 	<ul style="list-style-type: none"> Develop critical thinking skills in response to curriculum stimulus (significance) Use foam to create texture, including letters or numbers and symbols. Use printing ink and rollers. 	<ul style="list-style-type: none"> Create original pieces that are inspired and influenced by studies of the work of other artists. Choose colours and content for effect and explain choices.
Year 5	Space	Vandalism or Activism? A study of Nottingham’s links to transatlantic slavery.	Activism through art Linked to a geography project around reducing plastic waste.	Was Titanic the ship of dreams?	Lifecycles including plants	Ancient Greece	
	<p>Jackson Pollock The children will study the way that Jackson Pollock works exploring the scale and lack of control. They will use the terms abstract and automatism and use music as a stimulus to work at scale in response.</p> <p>Mark-making, Painting</p>	<p>A text-based printing project in response to learning. Explore the concept of background and foreground. The text will be printed onto a background. Text will be printed, e. g. by using string.</p> <p>Text-Based, Printing</p>	<p>Study artists working through medium of plastic and environmental themes. Discuss what the messages may be behind the art.</p> <p>Collaborative weaving project, using plastic eg. bags, Include acetate sheets to include text. Work towards collaborative display..</p> <p>Discussion while weaving- Why do we use plastic? How can we reduce our plastic waste? Include highlights and feelings about the project. (Worries, what went well, questions, what enjoyed)</p> <p>Conversation could be recorded.</p> <p>3D, Text-Based</p>	<p>Printmaking Explore the concept of class. Study work of Lubaina Himid (born in Zanzibar, Turner prize winner 2017) She explores colonialism, identity and plays with stereotypes.</p> <p>Create a collage of a person. The choice of materials will be significant eg lace. Who are they? Why have children chosen those materials? Position in a collaborative piece according to children’s reasoning around class.</p> <p>Create collaborative print, using polystyrene tiles. Build up layers in different shades of grey. P rint groups of people. Who are they? How do you know? (in greys like a newspaper)</p> <p>Printing, Collage</p>	<p>Documentation Sketching and painting traditional plants</p> <p>Photography to inform final piece.</p> <p>Study work of Georgia O’Keeffe</p> <p>Mark-making, Painting</p>	<p>Clay Look at Greek pots and their purpose. Make a vessel that is inspired by the Greeks, depicting images of modern life, perhaps relating to the purpose of the vessel.</p> <p>Study contemporary artists making pots. Create mood board of children’s ideas.</p> <p>Clay</p>	

	Clay	3D	Text-Based	Mark- making	Painting	Printing	Collage
	<ul style="list-style-type: none"> Respond to starting points in the curriculum- (Ancient Greek ceramics) Use reasoning and imagination to develop own contemporary pots. Create pinch pots. Extend/ differentiate by using score and slip technique and make coil pots. Use tools to carve shapes or patterns and consider the effect of glaze to finish. Understand terms such as leather dry (not completely dry, allowing for use of tools to add detail) and biscuit dry(dry enough to be fired) Understand the chemical reaction that occurs in the kiln if clay retains moisture. 	<ul style="list-style-type: none"> Develop critical thinking skills and respond imaginatively to ideas in the curriculum. Understand the concept of activism through art. Be able to work collaboratively or individually to create a piece of art which conveys a message. Make reasoned choices about materials and how to join them in a collaborative or individual piece. See clay 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum Be able to discuss and work in response to examples of activism through art. Use art to convey individual messages and be able to articulate the thought behind it. 	<ul style="list-style-type: none"> Use sketching to document plants and inform a final piece. Use pencils to show light and shade and develop tones.(Build on shading techniques in year 4) Use qualities of materials to enhance ideas. Show lifelike qualities and proportions. Explore abstract mark making at scale. 	<ul style="list-style-type: none"> Develop a personal style, drawing upon ideas from other artists. Develop a series of photographs and sketches to inform the final piece. Sketch lightly before painting. Combine colours, tints and tones to enhance the mood for the piece. Create a colour palette based on colours observed in the natural world. Explore work at scale and understand the term abstract. Use brush techniques and the qualities (eg. thickness and colour intensity) of paint to create texture and effects. Be able to describe personal responses to their own work and that of their peers and other artists. 	<ul style="list-style-type: none"> Take inspiration from the curriculum and use imagination and critical thinking to develop ideas. Build up layers of colour tints and tones in a collaborative piece. Use polystyrene tiles(printing ink and rollers) for press printing to build up collaborative piece and / or repeating patterns. Print text for a text -based piece. (eg string) 	<ul style="list-style-type: none"> Take inspiration from the curriculum and use imagination and critical thinking to develop ideas. Use collage to create a figure, using materials chosen to reflect their identity and class. (Contribute to collaborative piece) Use the arrangement of visual elements to reflect the purpose of the work.
Year 6	<p>Evolution and Inheritance. What will birds look like 20 years from now?</p> <p>Clay owls Children will sketch to develop the design process. Pinch pots Scoring (to join surfaces) Mark making to create texture. Colour theory and glazing to create desired effect.</p> <p>Clay</p>	<p>Why should black history be important to everyone?</p> <p>Collage The children will create text based art which communicates their learning. They will explore the concept of background and foreground. They will create their own backgrounds through collage and add their own messages.</p> <p>Text-Based, Collage</p>	<p>What gets our blood pumpin'?' Exploring the transportation of nutrients around the body.</p> <p>Creating a 3d structure with found materials to represent a virus. Children will take inspiration from existing viral structures and explore shape and stability.</p> <p>3D,</p>	<p>Crime and Punishment</p> <p>Banksy- Street Art Explore the work of Banksy. Consider the question- Art or vandalism? What is the message behind it? Children consider what is important to them and how they may communicate the message. These may or may not be linked to crime and punishment. Could be prompted by British Values assemblies, Newsround etc Use a variety of mark making materials – window markers, chalk on the playground, acetate sheets, adhesive vinyl (As used in shop windows- easy to apply and remove)</p> <p>Text-Based, Mark-making</p>	<p>Take One Picture</p>	<p>What makes a civilisation?</p> <p>Benin study Yinka Shonibare He is a Nigerian artist who explores themes such as identity, colonialism and power. He works in a variety of media including line painting, fabric, headless manikins and huge installations. The children will work in response to his work.</p> <p>https://www.tate.org.uk/kids/explore/who-is/who-yinka-shonibare</p> <p>https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-yinka-shonibares-line-painting/zhkskmm</p> <p>Clay, 3D, Text-Based, Mark-making, Painting, Printing, Collage</p>	
	Clay	3D	Text-Based	Mark- making	Painting	Printing	Collage
	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum. 	<ul style="list-style-type: none"> Take inspiration from the work of others and develop original ideas. 	<ul style="list-style-type: none"> Develop critical thinking and extend ideas from starting points in the curriculum. 	<ul style="list-style-type: none"> Use a choice of techniques to show movement, perspective, 	<ul style="list-style-type: none"> Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> Take inspiration from the curriculum and use imagination and critical thinking to develop ideas. 	<ul style="list-style-type: none"> Take inspiration from the work of others and develop original ideas.

	<p>(blood cells and the circulatory system, organs)</p> <ul style="list-style-type: none"> Children will explore different ideas and make individual choices, explaining their reasoning. 	<ul style="list-style-type: none"> Use a range of visual elements to reflect the purpose of the work and articulate choices. Create a 3d structure that will support its own weight. Eg using wire framework. Spot the potential in unexpected results. 	<ul style="list-style-type: none"> Be able to discuss and work in response to examples of activism through street art. Use art to convey individual messages and be able to articulate the thought behind it. Consider the effect of font style and colour. 	<p>shadows and/or reflections.</p> <ul style="list-style-type: none"> Explain choices made. Explore mark making as documentation. and compare the purpose and effects. 	<ul style="list-style-type: none"> Develop a series of photographs and sketches to inform the final piece. Create a colour palette based on colours observed in the natural or built up world. Develop a personal style of painting, drawing upon ideas from other artists. Be able to describe personal responses to their own work and that of their peers and other artists. 	<ul style="list-style-type: none"> Combine previously learned techniques to create pieces and be able to explain choices. Build up layers of colour. Spot the potential in unexpected results. 	<ul style="list-style-type: none"> Use a range of visual elements to reflect the purpose of the work and articulate choices. Spot the potential in unexpected results.
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