





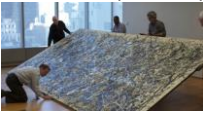




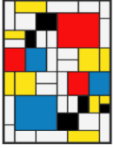
























	Autumn	Spring	Summer	Assessment
Year N	<p>Projects and activities will be driven by the needs, interests and experiences of the pupils involved.</p>			<p>By the end of nursery:</p>
	<p>Ensure examples of Jackson Pollock and Andy Goldsworthy art is available in the environment. Ensure paints, chalks and crayons out as continuous provision. Provide a variety of sensory mark making – sand, playdough, soils, foam etc... Provide opportunities to revisit key materials, resources and tools to enable pupils to further explore properties of form, colour and texture. Go on local walks to find interesting materials in their own environment – thinking about design, beauty and pattern.</p> <p>Key pieces: Art on the floor – in the style of Jackson Pollock Nature Art – Outdoor art sculptures</p>  	<p>Ensure examples of Kandinsky and Andy Warhol art is available in the environment. Offer resources to enable paint mixing. Ensure work in progress can be kept safely and re-visited. Support children’s talk by sharing terms used by artists and potters. Encourage children to notice changes in properties of media. Introduce children to a wide range of painting and sculpture, sharing other artists work that connects with their ideas.</p> <p>Key pieces: Read - The dreaming Giant Andy Warhol – printing Kandinsky – circles, layering</p> 	<p>Ensure examples of Georgia O’Keefe and Frank Stellar art is available in the environment. Introduce new skills and techniques based on your observations and knowledge of the children’s interest and skills. When children have a strong intention in mind, support them in thinking about what they want to create and the process involved. Introduce children to a wide range of painting and sculpture, sharing other artists work that connects with their ideas.</p> <p>Key pieces: Georgia O’Keefe – flowers Frank Stellar - experimenting with different shapes to create an effect</p>  	<p>Pupils will: -Talk about their art with a grownup explaining what they want to create -Use ‘art specific’ vocabulary e.g. paint, print -confidently select and use a range of tools for their art -Create art with a clear purpose in mind</p>
Year R	<p>Projects and activities will be driven by the needs, interests and experiences of the pupils involved.</p>			<p>By the end of EYFS:</p>
	<p>Ensure examples of Jackson Pollock and Andy Goldsworthy art is available in the environment. Provide access to a range of key materials Recognise the importance of drawing in providing a bridge between imaginary play and writing Use individual conversations to engage children in explaining work in progress Provide a range of joining materials to support pupils in 2D and 3D Key pieces: Art on the floor – in the style of Jackson Pollock – tilting paper to make a change Nature Art – Outdoor art sculptures - precision</p>  	<p>Ensure examples of Kandinsky and Andy Warhol art is available in the environment. Provide opportunities to access and re-visit a range of key materials Use small group discussions to engage children in explaining work in progress Draw attention to children’s choice, and use of materials etc... Supply open ended props and materials that can easily be transformed into play Key pieces: Read - The noisy paint box Kandinsky – shapes, layering and experimentation Andy Warhol – digital art</p>  	<p>Ensure examples of Georgia O’Keefe and Frank Stellar art is available in the environment. Provide opportunities to access and re-visit a range of key materials Supply open ended props and materials that can easily be transformed into play Use large group discussions to engage children in explaining work in progress Continue to draw attention to children’s choice, and use of materials etc... Key pieces: Geogria O’Keefe – flowers (close up detail) Read: Little People Big Dreams, Georgia O’keefe Frank Stellar – drawings into sculpture</p>  	<p>Pupils will: -safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Share their creations, explaining the process they have used -Make use of props and materials when role plating characters in narratives and stories</p>







	Autumn	Spring	Summer	Assessment
Year 1	Brown Rabbit	Lost Toy Museum	Extraordinary Life of Nurses	Assessment:
	<p>Explore- the artists Piet Mondrian and Paul Klee:</p> <ul style="list-style-type: none"> - Flashback to Kandinsky and Frank Stellar – shapes in art - Who they were - What their art looked like  <p>Read – Meet Paul Mondrian, The cat and the bird</p>  <p>Compare – Mondrian and Klee’s work in a class Venn Diagram</p> <p>Provide - continuous art materials to be used in the environment – chalk, pencil, graphite, crayon, poster paint, Lego, boxes, stickle bricks</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How you hold a chalk differently to a pencil -What are the Primary Colours -How to get the paint from the pot to the surface without dripping -How to fill paint pot -How to clean the brush <p>Create – a painting in the style of Klee – Lenton building</p> <p>Enjoyment – provide opportunities for pupils to create art in the environment</p> <ul style="list-style-type: none"> -chalk outside -painting with water -creating brown rabbit out of natural resources (FLASHBACK Andy Goldsworthy) <p>About the world / DT - create 3D sculptures of a city, town, country side, Lenton, map of their street and school</p> <p>RE – poppies, Christmas card, bonfire painting</p> <p>Take Action: Exhibition – drawings of Lenton</p>	<p>Explore – the artists Henri Matisse and Alexander Calder:</p> <ul style="list-style-type: none"> - Flashback to O’Keefe – painting nature and Goldsworthy - sculpture - Who they were - What their art looked like  <p>Read- Henri’s scissors, Sandy’s Circus</p>  <p>Compare – Matisse and Calder’s work in a class Venn Diagram – similarity and differences of disciplines</p> <p>Provide – continuous art materials to be used in the environment – chalk, pencil, graphite, crayon, poster paint, Lego, boxes, stickle bricks</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to choose a different sized brush for a purpose -Developing efficiency and control in how you use tools -How you want to arrange a composition -Repeating pattern and symmetry <p>Create - Art in the style of Matisse – paint, cut, sculpt (multiple steps – explain what they are doing)</p> <p>Enjoyment – provide opportunities for pupils to access continuous art provision inside and out</p> <p>About the world – draw their favourite toy, collage of old toys, mobile toy</p> <p>RE – Mother’s Day cards, Easter hats, Ramadan prayer mats</p> <p>DT – draw a design of their sock puppet</p> <p>Take action: Protest posters</p>	<p>Explore – the artists Barbara Hepworth and Sarah Lucas:</p> <ul style="list-style-type: none"> - Flashback to Goldsworthy & Calder - sculpture - Who they were - What their art looked like  <p>Read- Barbara Hepworth: What do you see?</p>  <p>Compare – Hepworth and Lucas’ work in a class Venn Diagram</p> <p>Provide – continuous art materials to be used in the environment and opportunities for children to mix paint and explain what they notice</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to explore what happens with clay / Modroc when you manipulate it -How to describe what happens when we mix paint -Model how you can’t make a primary colour by mixing -How to choose the best material to make a thick or thin line <p>Create – Sculpture in the style of Sarah Lucas and drawing in style of Barbara Hepworth (pencil crayon then crayon over it and scrape)</p> <p>Enjoyment – provide opportunities for pupils to access continuous art provision inside and out</p> <ul style="list-style-type: none"> -Sculpture outside with clay / tree sculpture <p>About the world – draw Florence nightingale or Mary Seacole in the style of Barbara Hepworth</p> <p>Science – drawing of plant observations</p> <p>Take Action: Kindness – drawings of animal shelters</p>	<p>By the end of Year 1 pupils will be able to:</p> <ul style="list-style-type: none"> -Use a range of materials with control and efficiency to create the outcome that they want -Use a variety of art specific vocabulary to explain what they are doing -Understand that you can’t make a Primary colour by mixing -Know that art comes in a range of forms -Talk about a range of artists and how their work compares to others

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Year 2	<p>Great Fire of London</p> <p>Explore- the artists Eric Carle and Vincent Van Gogh:</p> <ul style="list-style-type: none"> - Flashback to Kandinsky, Warhol and Matisse– shapes in art / cutting - Who they were - What their art looked like - What they were famous for  <p>Read – Draw me a star, Meet Vincent Van Gogh</p>  <p>Compare – Carle and Van Gogh’s work in a Venn Diagram – colour, movement, use of space</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to arrange composition of art -How to use the whole space -Draw from memory -Different types of pencil and the marks they make -How to paint from a real-life source -How to complete a mono print -How to cut twist and arrange art to give it depth – Flashback Year 1 and sculpture <p>Create – a painting in the style of VG and Carle – London and the Great fire – 3D building</p> <p>Enjoyment – provide opportunities for free-style art of children’s choice, especially different pencils – Flashback to the particular skills they have learnt, particularly how to successfully handle tools without spilling</p> <p>About the world – sketch The Great Fire from memory of Toby RE – Christmas – celebration / card in mono print Science – sketches of animals DT – Draw design of their water collection system Take Action: Exhibition – drawings</p>	<p>The Adventures of Robin Hood</p> <p>Explore – the artists Arthur Spooner and LS Lowry:</p> <ul style="list-style-type: none"> - Flashback to Hepworth and Warhol (people), - Who they were - What their art looked like - What they were famous for   <p>Read: Research the artists online, The Dot</p> <p>Compare – Hepworth and Lowry’s work in a Venn Diagram – e.g. content, placement, composition, colours and difference between disciplines</p> <p>Teach children:</p> <ul style="list-style-type: none"> -Composition – where the objects go -Softness of pencils and how the B’s work -How to mix 2 colours to get a wanted result -How to make a repeated pattern with layering -How to mould, twist and manipulate paper to create a particular effect <p>Create – a 3D version in the style of Lowry – Robin Hood themed.</p> <p>Enjoyment –provide opportunities for free-style art of children’s choice, especially different pencils – Flashback to the particular skills they have learnt, particularly how to successfully handle tools without spilling</p> <p>About the world – A sketch of Nottingham Castle - composition DT – draw a design for a quiver Science – observational drawings of animals in their habitat Take Action: Drawing protest posters</p>	<p>Around the World with Amelia Earhart</p> <p>Explore – the artists Michelangelo and Nottingham University Architects:</p> <ul style="list-style-type: none"> - Flashback to Goldsworthy, Lucas and Hepworth (Sculpture) - Who they were - What their art looked like - What they were famous for   <p>Read- Research the artists online, Ish</p> <p>Compare – Michelangelo drawings with his sculpture. Drawing can be used to develop your ideas before you sculpt.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -Architecture is a form of art -How to evaluate your work -How much pressure you use on a pencil to get the required look -How your decisions and behaviours affect the colour mixing process -How to make your own stamp -Using newsprint to create the effect of movement to recreate 3D objects <p>Create – A sketch of Amelia Earhart plane and then Sculpt it out of newsprint</p> <p>Enjoyment –provide opportunities for free-style art of children’s choice, especially different pencils – Flashback to the particular skills they have learnt, particularly how to successfully handle tools without spilling</p> <p>About the world – Draw a simple map with key RE – sketch and paint religious objects on a visit Science – draw and paint plants</p>	<p>By the end of Year 2 pupils will be able to:</p> <ul style="list-style-type: none"> -use a range of materials creatively to design and make products -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -use a wide range of art and design techniques in: <ul style="list-style-type: none"> - colour - pattern - texture - line - shape - form - space -Know 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

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Year 3	<p>The Magic and The Mummy</p> <p>Explore- the artist Jean De Buffet:</p> <ul style="list-style-type: none"> - Flashback to Calder and Hepworth - Who they were - How they became artists - What their art looked like - How they are pioneering  <p>Read – Research Jean De Buffet, Keith Haring: The boy who just kept drawing</p> <p>Compare – Lowry and De Buffet and their purposeful choices</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to use different grades of pencil to apply tone to their work -How to purposefully make choices about whether to use light or dark -How to use different paint brushes to create different effects -How to add texture to paint -How to formally colour mix -What an armature is -How to respond to each other’s work and evaluate their own work <p>Create – a sculpture of an Egyptian God</p> <p>Enjoyment – provide opportunities for free-style art of children’s choice – sketchbooks Blether stations to comment on art Have a range of art books available for pupils to interact with</p> <p>About the world – Paint a landscape of the pyramids Take Action - create an image of the Egyptian Gods in the style of De Buffet DT – pictorial instructions Science – sketching skeletons and rocks</p>	<p>How to be a Viking</p> <p>Explore – the artists Richard Long (slab sculpture and scraffitto):</p> <ul style="list-style-type: none"> - Flashback to Goldsworthy and Hepworth - Who they were - How they became artists - What their art looked like - How they are pioneering  <p>Read: Research Richard Long, Maybe something beautiful</p> <p>Compare – Long and Goldsworthy – colour choices</p> <p>Teach children:</p> <ul style="list-style-type: none"> -Knowledge for oil, pastel and charcoal -Which order you should put colours on paper -How to remove colour / material to create an effect (scraffitto) -Precision in painting - Adding texture to represent movement - Tone – making colours lighter - How to create a slab sculpture / relief pattern -How to respond to each other’s work and evaluate their own work <p>Create – Viking rune – slab sculpture</p> <p>Enjoyment – provide opportunities for free-style art of children’s choice – sketchbooks Blether stations to comment on art Have a range of art books available for pupils to interact with</p> <p>About the world – Map of Viking crossings in style of John Speed, using paint and drawing techniques DT – pictorial instructions, designing sewing Science – sketching fossils</p>	<p>Gold, Greed and Power</p> <p>Explore – the artist Jennifer Collier:</p> <ul style="list-style-type: none"> - Flashback to Goldsworthy, Lucas and Hepworth (Sculpture) - Who they were - How they became artists - What their art looked like - How they are pioneering  <p>Read- Wonder: The art of Beatrice Blue, The Tin Forest</p> <p>Compare – Collier and Calder (Flashback) – choices of materials</p> <p>Teach children:</p> <ul style="list-style-type: none"> -Perspective in drawing and painting – relative size of objects -Recording experiences through drawing -How to add tone by making colours darker -How to use wire to make an armature or drawing <p>Create – a sculpture of Columbus’ boat using wire</p> <p>Enjoyment – provide opportunities for free-style art of children’s choice – sketchbooks Blether stations to comment on art Have a range of art books available for pupils to interact with</p> <p>About the world – Create a story of Taino perspective using drawing and paintings to communicate thoughts and ideas Take Action – Turn old objects into new pieces of artwork – Style of Jennifer Collier RE – story of the pilgrimage to Mecca through drawing</p>	<p>By the end of Year 3 pupils will be able to:</p> <ul style="list-style-type: none"> -Use tools with increasing control, efficiency and purpose -Understand tone and how to make colours lighter and darker -How to create different effects and textures using pencil and paint -How to use an increasingly varied range of objects to make sculptures -Evaluate their own art giving descriptions of the processes involved -Know about a range of artists, craft makers and sculptures, the types of art they make, comparing the similarities and difference and how they became artists.

	Autumn	Spring	Summer	Assessment
Year 4	<p>Explore- the artist Keith Haring pop art and animated imagery:</p> <ul style="list-style-type: none"> - Flashback to De Buffet and Kandinsky - Who they were - How they became artists - What their art looked like - How they are pioneering  <p>Read – Keith Haring: The boy who just kept drawing</p> <p>Compare – Patrick Caulfield and Haring on how they approached still life on a Venn diagram.</p>  <p>Provide- a variety of media, tools and materials to approach all the main art forms that engage, inspire and challenge.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to identify positive and negative spaces -How to draw and paint in different styles -How to create a variety of tints, tones and shades -How to use clay tools to embellish clay sculpture <p>Create – A drawing either in the style of Haring, Caulfield or Cezanne using a choice of drawing media.</p> <p>Enjoyment – provide opportunities for pupils to experiment with a variety of drawing media and subjects for still life studies in their own sketch books. Have a range of art books available for pupils to interact with.</p> <p>About the world – Art history related to famous artists in the time period that have studied still life with a varied approach.</p> <p>DT – annotated sketches and cross-sectional drawings</p>	<p>Explore- the artist Zaha Hadid – architect – sculpture that is permanently exhibited:</p> <ul style="list-style-type: none"> - Flashback to University of Nottingham - Who they were - How they became artists - What their art looked like - How they are pioneering  <p>Read – Little People, Big Dreams: Zaha Hadid</p> <p>Compare – Matisse and Kandinsky on a Venn diagram – focus on observing how they used colour.</p> <p>Provide- a variety of media, tools and materials to approach all the main art forms that engage, inspire and challenge.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -The properties of the colour wheel and how we can apply colour theory to our work (secondary colours) -How to arrange objects by drawing the negative space -How to plan a sculpture including how it will be exhibited <p>Create – A sculpture considering how it will be viewed (standing, relief, installation)</p> <p>Enjoyment – provide opportunities to explore colour mixing and how colours respond to each other in their own sketch books. Have a range of art books available for pupils to interact with.</p> <p>About the world- famous art from the time period being studied considering how artists used the science of colour to create the effect they wanted</p>	<p>Explore- the artist Stephen Wiltshire – Urban Sketcher:</p> <ul style="list-style-type: none"> - Flashback to Lowry - Who they were - How his 'disability' helped him become an artist - What their art looked like - How they are pioneering  <p>Read – Maybe – we are all on this earth of a reason</p> <p>Compare – Stephen Wiltshire and Yvonne Jacquette on how they approached drawing and painting buildings on a Venn diagram.</p>  <p>Teach children:</p> <ul style="list-style-type: none"> -How to manipulate wire to make an armature – using tools safely -How to use light, dark and shadow to create perspective -The properties of the colour wheel and how we can apply colour theory to our work (tertiary colours) <p>Create – A sculpture from their drawing in Autumn term.</p> <p>Enjoyment – provide opportunities for children to experiment with tools for cutting wire and building a form around a structure Have a range of art books available for pupils to interact with.</p> <p>About the world – Identifying sculptures and buildings in our local area – sketching them in the style of Wiltshire</p>	<p>By the end of Year 4 pupils will be able to:</p> <ul style="list-style-type: none"> -Use a range of media and tools to create the outcome that they want -Be able to critique their own work and that of others using art specific vocabulary -Understand the balance between positive and negative space - Know about a range of artists, craft makers and sculptures, the types of art they make, comparing the similarities and relating their art to their own work

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Year 5	<p>Explore- the artist David Hockney:</p>  <ul style="list-style-type: none"> - Flashback to Lowry and Van Gogh - Who they were - How they became artists - Describe and interpret their work - Explain the processes used to create their work <p>Read – Little People, Big Dreams: David Hockney, David Hockney: The arrival of Spring</p> <p>Compare – Local sculptor Sarah Turner with American sculptor KAWS in a Venn diagram</p> <p>Provide – A selection of objects for still life studies, drawing and painting media to engage, inspire and challenge.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to incorporate shadows into their work to create an illusion of light and depth -The meaning of vocabulary related to tints, shade and tone -How to paint from an initial drawing -The various methods of attaching objects together for sculpture -How to create visual texture and apply this to drawing and painting <p>Create – A drawing / still life study to include shadows and visual texture in Graphite</p> <p>Enjoyment – provide opportunities for pupils to experiment with a variety of drawing media and subjects for still life studies in their own sketch books. Have a range of art books available for pupils to interact with.</p> <p>DT – annotated sketches and cross-sectional drawings</p>	<p>Explore- the artist Yayoi Kusama – sculpture and instillation:</p>  <ul style="list-style-type: none"> - Flashback to Mondrian and Kandinsky - Who they were - How they became artists - Describe and interpret their work - Explain the processes used to create their work <p>Read – Yayoi Kusama, from here to infinity by Sarah Suzuki</p> <p>Compare – Yayoi Kusama and Jean de Buffet’s sculptures on a Venn diagram.</p> <p>Provide- found natural materials for sculpture. Various drawing and painting media to record observations.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -The different types of sculptures, from land art to gallery-based sculptures from man-made materials - Colour theory around complimentary colours -How to create contrasts using colour -How to create the effect of light on water <p>Create – A clay sculpture in the style of KAWS or Yayoi Kusama and paint</p> <p>Enjoyment – provide opportunities for pupils to experiment with a variety of drawing media and subjects for still life studies in their own sketch books. Have a range of art books available for pupils to interact with.</p>	<p>Explore- the artist Antoni Gaudi – La Sagrada</p>  <p>Famillia:</p> <ul style="list-style-type: none"> - Flashback to Hadid and Long - How they became artists - Describe and interpret their work - Explain the processes used to create their work <p>Read – Casa Batllo – Gaudi by Juan Jose Lahuerta</p> <p>Compare – Gaudi and Frank Lloyd Wright’s famous buildings on a Venn diagram.</p> <p>Provide: Objects with reflective surfaces, a range of drawing media, wire and appropriate tools.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to draw light on a reflective surface -How to apply areas of light and shadow to an observational painting -How to fashion wire for sculpture -How to safely use wire cutting tools -How they can collaborate to create a sculpture from a plan -The various ways sculptures can be installed <p>Create – A wire-based sculpture inspired by an insect, then photographing it outside.</p> <p>Enjoyment – provide opportunities for pupils to experiment with a variety of drawing media and subjects for still life studies in their own sketch books. Have a range of art books available for pupils to interact with.</p>	<p>By the end of Year 5 pupils will be able to:</p> <ul style="list-style-type: none"> -Engage in open ended research and exploration to develop personal ideas -Draw with confidence while recording their observations -Look at the work of others to identify how to feed their own work -Take photographs and use digital media as a way to re see work -Be able to describe the work of an increasing number of artists, architects, designers and crafts people -Be able to express and share an opinion about artwork using an art rich vocabulary

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Year 6	<p>Explore- the artist Yung Jake a digital artist who uses emojis to create works of art:</p> <ul style="list-style-type: none"> - Flashback to Warhol – Monroe and compare to Jake’s Bowie - Who they were - How they became artists - Describe and interpret their work - Explain the processes used to create their work  <p>Read – Botanical Drawing by Penny Brown</p>  <p>Compare – O’Keefe and Van Gogh on how they have approached painting flowers on a Venn Diagram</p> <p>Provide – A selection of botanical objects for still life studies, drawing and painting media to engage, inspire and challenge.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -To look for shapes when drawing still life -The properties of watercolour paints -The history of botanical drawing -How botanical drawings through history have provided detail that can’t be captured through photography <p>Create – A mini self-made sketch book complete with their own botanical paintings</p> <p>Enjoyment – provide opportunities for pupils to experiment with a variety of drawing media and subjects for still life studies in their own sketch books. Have a range of art books available for pupils to interact with.</p>	<p>Explore- the artist Anthony Gormley – The Angel of the North</p>  <ul style="list-style-type: none"> - Flashback to Calder, Kusama and Hepworth - Who they were - How they became artists - Describe and interpret their work - Explain the processes used to create their work <p>Read – What do you do with an idea?</p>  <p>Compare – Josephine Dessine and Chuck Close on how they have approached portraiture.</p> <p>Provide – Access to digital as well as drawing and painting media to engage, inspire and challenge with portraits.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to pick out main features when drawing / painting in the style of Josephine Dessine -The painting techniques of wet on wet on watercolour paper -Using ink to add detail and help to create form on their painting <p>Create – A self portrait using a mixed media approach incorporating painting, drawing and collage.</p> <p>Enjoyment – provide opportunities for pupils to experiment with a variety of drawing media and subjects for still life studies in their own sketch books. Have a range of art books available for pupils to interact with.</p>	<p>Explore- the artists Boyle family art:</p>  <ul style="list-style-type: none"> - Flashback to Goldsworthy and Long - Who they were - How they became artists - Describe and interpret their work - Explain the processes used to create their work <p>Read – We are artists by Kari Herbert</p>  <p>Compare – The Great Wave by Katsushika Hokusai and The Gulf Stream by Winslow Homer in a Venn diagram focussing on the working practices to achieve an end result.</p> <p>Provide – A selection of botanical objects for still life studies, drawing and painting media to engage, inspire and challenge.</p> <p>Teach children:</p> <ul style="list-style-type: none"> -How to plan a painting to ensure all the information fits in the space - How to create an illusion of perspective and depth <p>How to create a variety of visual textures using paint</p> <ul style="list-style-type: none"> -How to make prints using clay -How to make impressions into clay <p>Create – A mixed media portrait, still life or landscape showcasing a variety of techniques to be of exhibition quality</p> <p>Enjoyment – provide opportunities for pupils to experiment with a variety of drawing media and subjects for still life studies in their own sketch books. Have a range of art books available for pupils to interact with.</p>	<p>By the end of Year 6 pupils will be able to:</p> <p>Pupils should be able to successfully evaluate both their own work and the work of professionals. They should regularly analyse and reflect on their process during a project.</p> <p>Pupils should confidently follow intuition and instinct during the making process, making intelligent and confident creative choices.</p> <p>Pupils show mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay), independently selecting and effectively using the relevant processes.</p> <p>Name the tools used and identify the techniques and formal elements used in their final piece.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas</p> <p>Know about great artists, architects and designers in history, describing, interpreting and explaining their work, ideas and working practices.</p>