



## Art

### Intent

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<p>At The Topsham Primary School we recognise that every child has the capacity to be an artist. We offer an enriching and accessible curriculum that allows all children to practise, develop and master their skills whilst expressing their individual creativity. We acknowledge and celebrate the work of famous and local artists and use this as a source of inspiration when creating our own artwork. Art is celebrated throughout the school through peer on peer review and by the local community. Our curriculum ensures a progression and refinement of skills and is planned with Blooms' Taxonomy in mind.</p> <p>Children leaving the Topsham School in year 6 will:</p> <ul style="list-style-type: none"> <li>● Use the visual and tactile elements of Art and explore colour, pattern, texture, line, tone and form, shape and space to create individual and collaborative artwork</li> <li>● Explore work from different times and cultures</li> <li>● Compare work from different artists</li> <li>● Experiment with different art forms inspired by artists</li> <li>● Develop a sense of viewpoint to identify and acknowledge an artists perspective</li> <li>● Create 2D and 3D artwork using a range of materials and techniques, such as batique, collage, ceramics, IT and printing</li> <li>● Use a sketch books to express feelings about a subject and develop their own critical eye</li> </ul> <p>Children leaving the Topsham School in year 6 will have experienced:</p> <ul style="list-style-type: none"> <li>● working with artists in the local community</li> <li>● opportunities to present and discuss their work</li> <li>● a visit to a museum or gallery to view an exhibition</li> </ul>

### Implementation

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<b>High Quality Planning</b>
<p><b>Substantive Knowledge and Experiences in Art</b></p> <p>A progression of Skills and Knowledge for Art has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2. We aim to build a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children; leading to the practising and refining of these skills alongside the development and deepening of knowledge.</p>
<p><b>Disciplinary knowledge and Critical thinking skills in Art</b></p> <p>To supplement the planning of Art, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning.</p> <p>Through the planning and teaching of Art, the children will be provided with opportunities to reflect and critically analyse the work of famous artists and those in the community, evaluate their work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. The children are provided with opportunities to</p>

express their creativity freely and practise their developing skills in order to reflect and refine their artwork.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Art**

Our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Art lesson and sequence are Practising, Noticing, Adaptability, Independence, with the attributes of Resilience and Resourcefulness being the thread throughout. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning and delivery for of Art which builds on prior learning, supports children to see connections, enables children to practise through repetition and in turn, learn to become a successful artist.**

**High Quality Teaching and Learning in EVERY subject**

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful Art lesson will:

- Be taught by passionate teachers who instill a love of Art
- Be inclusive of all children and considerate of their individual needs
- Be engaging, enjoyable and purposeful for all children
- Be explorative and allow for experimentation with a range of materials and techniques
- Allow creativity and freedom of expression
- Meet the needs of the children in that class and challenge where necessary
- Introduce and revisit higher-level vocabulary linked to this subject
- Promote collaboration and critical thinking
- Develop positive reflection and peer on peer review
- Elicit curiosity, excitement and enjoyment of Art
- Encourage children to take risks in their learning, stepping out of their comfort zone.
- Acknowledge pupils' progress and celebrate achievements so that pupils are proud of their accomplishments.
- Promote links with other aspects of the curriculum and the community

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children.**

<b>T</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>H</b>	<b>A</b>	<b>M</b>
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

**Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school.**

**High Quality, Enabling Environment**

Floor books, displays, Seesaw/ Tapetry and sketch books showing the progression of sequences, supporting children to see the learning journey; where	Tiered Vocabulary used as part of display	Learning Powers clearly linked to learning sequence	Children independently access high quality resources that engage and allow interaction
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they have come from, where they are going and to celebrate their achievements.			
<b>Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process</b>			

**Impact:**

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

<b>Monitoring and Supporting High Quality Planning and Timetabling</b>
Art is planned for in phase teams by teachers using the Progression of Knowledge and Skills to make the learning relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.
<b>Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.</b>
<b>Monitoring and supporting High Quality Teaching and Learning</b>
Monitoring will take place through planning and book looks alongside pupil voice and dialogues with teachers. Progress in Art will be seen through a sequence of learning across the year. Teachers will plan two elements of assessment based on knowledge and understanding, Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using Curriculum Overviews to ensure consistent progression and the revisiting of prior knowledge and skills.
<b>Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning</b>
<b>Monitoring and Measuring Progress through assessment and published data</b>
In Art we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in Art is built on consistently throughout the year and then year on year. Tracking is informed by formative assessment and some form of summative assessment in each unit of learning and gaps identified to inform future planning.
<b>Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress</b>
<b>School Improvement Priorities</b>
All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching
<b>Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.</b>



## Progression of knowledge and skills: Art

By the end of year children will have:

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	Developed the following skills:	Have gained the following knowledge:
Early Years	<p><b>Drawing</b>            Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.            Use and begin to control a range of media. Draw on different surfaces and coloured paper.            Produce lines of different thickness and tone using a pencil.            Start to produce different patterns and textures from observations, imagination and illustrations.            Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	<p><b>Painting</b>            Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.            Recognise and name the primary colours being used.            Mix and match colours to different artefacts and objects.            Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.            Look and talk about what they have produced, describing simple techniques and media used.</p>	
	<p><b>Printing</b>            Enjoy taking rubbings: leaf, brick, coin.            Simple pictures by printing from objects.            Develop simple patterns by using objects.            Enjoy using stencils to create a picture.            Look and talk about what they have produced, describing simple techniques and media used.</p>	
	<p><b>3D</b>            Use a variety of malleable materials such as clay, papier mache, salt dough            Impress and apply simple decoration</p>	

	<p>Cut shapes using scissors and other modelling tools</p> <p>Build a construction/sculpture using a variety of objects eg: recycled, natural and man-made</p> <p>Look and talk about what they have produced, describing simple techniques and media used</p>	
	<p style="text-align: center;"><b>Textiles</b></p> <p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	
Experienced the following:		

<p><b>By the end of year children will have.</b></p> <p><b>Worked individually and in groups and Experienced working with a range of media</b></p>		
	Developed the following skills:	Have gained the following knowledge:
Year 1	<p>Painting</p> <p>Communicate something about themselves in a painting</p> <p>Create moods</p> <p>Can use a variety of brushes with care and control - use thick and thin brushes and understand the best time to use them eg: a thick brush when painting a large area.</p> <p>Mix paints to make colours.</p> <p>Find paint patterns in the natural world</p> <p>Paint a picture about something they can see and describe the texture</p> <p>Name the primary and secondary colours</p> <p>Begin to represent light and dark tones</p> <p>Drawing</p> <p>Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p>Use the visual and tactile elements of Art</p> <p>Colour, pattern, texture, line, tone and form, shape and space</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Can they describe what they see and like/dislike in the work of another artist?</p> <p>Eg: Can they describe the colours or patterns used in a piece of art work?</p>

	<p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.          Start to record simple media explorations in a sketch book.          Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.          Investigate textures by describing, naming, rubbing, copying.          Produce an expanding range of patterns and textures.</p>	Can they ask sensible questions about a piece of art?
	<p>Printing          Print with vegetables and fruit and make relief prints          Print onto paper and textile          Design their own printing block          Create a repeating pattern          Use the primary and secondary colours and comment on colour choices</p>	
	<p>Textiles          Sort threads and fabrics          Group fabrics and threads by colour and texture          Simple weaving with fabric and thread</p>	
	<p>3D          Add texture by using tools          Make different kinds of shapes          Cut, roll and coil materials such as clay, dough and plasticine          Build a construction/sculpture using a variety of objects eg: recycled, natural and man-made, explaining their choices          Look and talk about what they have produced, describing techniques and media used</p>	
	<p>Collage          Cut and tear paper and card for their collages          Gather and sort materials they will need</p>	
	<p>Use of IT          Use a simple painting program to create a picture          Use tools such as: fill and brushes in the package          Change their picture</p>	

By the end of year, children will:		
	Developed the following skills:	Have gained the following knowledge:

Year 2	<p>Drawing</p> <p>Use 4B, 8B, HB pencils, charcoal and pastels</p> <p>Create tone using light and dark</p> <p>Show patterns and texture in drawings</p> <p>Use a viewfinder to focus on a specific part of an artefact or view</p>	<p>Use the visual and tactile elements of Art</p> <p>Colour, pattern, texture, line, tone and form, shape and space</p>
	<p>Painting</p> <p>Mix paint to create secondary colours</p> <p>Mix and match colours and predict outcomes</p> <p>Mix brown</p> <p>Make tints by adding white or black</p>	<p>Link colours to man-made objects</p> <p>Say how other artists have used colour, pattern and shape</p>
	<p>Printing</p> <p>Create a print using pressing, rolling or stamping</p> <p>Create a print in similar style to a designer eg William Morris</p>	<p>Knowledge of range of artists, craft makers and designers, describing the differences and similarities, and making links to their own work.</p>
	<p>3D/Textiles</p> <p>Make a clay pot      Join two finger pots together</p> <p>Add line and shape to their work</p> <p>Join fabric with glue</p> <p>Sew together fabrics/create part of a class patchwork</p>	<p>Discuss own work and others work, expressing thoughts and feelings.</p>
	<p>Collage</p> <p>Create individual and group collages</p> <p>Use different kinds of materials on their collage and explain why they have used them</p> <p>Use repeated patterns</p>	<p>Artists: Durer, Da Vinci, Cezanne</p> <p>Develop</p>
	<p>Use of IT</p> <p>Create picture independently</p> <p>Use simple IT mark making tools eg brush and pen tools</p> <p>Edit own work</p> <p>Take different photos of themselves displaying different moods</p> <p>Change their photographic images on a computer</p>	<p>Create a piece of work in response to another artist's work</p>
	<p>Sketchbooks</p> <p>Begin to demonstrate their ideas through photos and in their sketchbooks</p> <p>Set out own ideas using annotation/keep notes as to how they have changed their work</p>	

By the end of **KS1**, pupils will have experienced the following

- Worked with a real artist – eg: a parent or artist in the community
- Looked at a range of art from different times, cultures and craftspeople
- Working individually and in groups to create pieces of art

By the end of year children will have:		
Year 3	Developed the following skills:	Have gained the following knowledge:
	<p>Drawing</p> <p>Show facial expression in drawings</p> <p>Use their sketches to produce a final piece</p> <p>Write an explanation of their own sketch in notes</p> <p>Use different graded pencils to show different tones</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Painting</p> <p>Predict with accuracy the colours they mix</p> <p>Know the colour wheel and where the primary and secondary colours sit</p> <p>Create a background with a wash</p> <p>Use a range of brushes to create different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Use the visual and tactile elements of Art</p> <p>Colour, pattern, texture, line, tone and form, shape and space and begin to this vocabulary when discussing their own and others artists work art</p> <p>Throughout the year compare the work of different artists</p> <p>Art work from other cultures and periods of time</p> <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</p>

	<p><b>Printing</b>  Continue to explore both mono-printing and relief printing.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Make a printing block  Make a 2 colour print</p>	
	<p><b>3D/Textiles</b>  Add texture/shape to their work  Work with life size materials  Create pop-ups  Use more than one stitch  Join together fabric to form a quilt using padding  Use sewing to add detail to piece of work  Add texture to a piece of work</p>	
	<p><b>Collage</b>  Cut accurately  Overlap materials  Experiment using different colours  Use a mosaic or montage</p>	
	<p><b>Use of IT</b>  Use the printed images they take with a digital camera and combine then with other media to produce a piece of art work  Use IT programs to create a piece of work that includes their own work and that of others using the web  Use the web to research an artist style of art</p>	
	<p><b>Sketchbooks</b>  Use their sketchbooks to express feelings about a subject and describe likes and dislikes  Annotate and make notes in their sketchbooks about techniques used by artists  Suggest improvements to their work by keeping notes in their sketchbooks</p>	

By the end of year, pupils will have:

	Developed the following skills:	Have gained the following knowledge:
Year 4	<p><b>Drawing</b>            Begin to show facial expressions and body language in their sketches            Organise line, tone, shape and colour to represent figures and forms in movement            Show reflection            Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Identify and draw simple objects, and use marks and lines to produce texture            Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p>	<p>Use the visual and tactile elements of Art            Colour, pattern, texture, line, tone and form, shape and space and begin to use this vocabulary when talking about their own and other people's art</p>
	<p><b>Painting</b>            Create all the colours they need            Create mood in paintings            Use shading to create mood and feeling            Start to develop a painting from a drawing.            Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.            Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.            Start to look at working in the style of a selected artist (not copying).</p>	<p>Experiment with different styles which artists have used            Explain art from other periods and cultures</p> <p>Knowledge of a range of great artists, architects and designers in history.</p>
	<p><b>Printing</b>            Print onto different materials            Demonstrate experience in fabric printing.            Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Create an accurate print design            Expand experience in 3 colour printing.            Continue to experience in combining prints taken from different objects to produce an end piece.</p>	

	Create repeating patterns.	
	<b>3D/Textiles</b> Experiment with and combine materials and processes to design and make 3D form Begin to sculpt clay and other mouldable materials Use early textile and sewing skills as part of a project	
	<b>Collage</b> Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities	
	<b>Use of IT</b> Produce a slide show to present a collection of their work Create a piece of art work which includes the integration of digital images they have taken	
	<b>Sketch books</b> Use sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch book	

By the end of <b>LKS2</b> , pupils will have... Experienced the following
<ul style="list-style-type: none"> <li>● An opportunity to work with a local artist – eg: a parent or artist in the community</li> <li>● Working individually, and in groups to create pieces of art</li> <li>● Present and discuss their work with others – eg an assembly or class end of topic presentation to parents</li> <li>● Looked at a range of art from different times, cultures and craftspeople</li> <li>● Discuss and review their own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> </ul>

By the end of year, pupils will have:

	Developed the following skills:	Have gained the following knowledge:
Year 5	<p>Drawing</p> <p>Identify and draw simple objects and use marks and lines to produce texture</p> <p>Use shading to create mood and feeling</p> <p>Organise line , tone, shape, pattern, texture and colour to represent figures and forms in movement</p> <p>Show reflection</p> <p>Explain why they have chosen specific materials to draw with</p> <p>Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p>	<p>Use the visual and tactile elements of Art</p> <p>Colour, pattern, texture, line, tone and form, shape and space and use this vocabulary when talking about their own and other people's art</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>How to review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>
	<p>Painting</p> <p>Create mood in paintings</p> <p>Express their emotions accurately through their painting and sketch</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</p>	<p>Identify artists who have worked in a similar way to their own work.</p>
	<p>Printing</p> <p>Print using at least four colours</p> <p>Create an accurate print design that meets given criteria</p> <p>Print onto different materials</p>	
	<p>3D/Textiles</p>	

	<p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Sculpt clay and other mouldable materials</p> <p>Use textile and sewing skills as part of a project eg: hanging, textile book etc – could include running stitch, cross stitch, backstitch, applique and /or embroidery</p> <p>Produce two colour tie dye.</p> <p>Gain experience in batik- use more than one colour.</p>	
	<p>Collage</p> <p>Use ceramic mosaic to produce a piece of art</p> <p>Combine visual and tactile qualities</p>	
	<p>Use of IT</p> <p>Create a piece of art work which includes the integration of digital images they have</p> <p>Combine graphics and text based on their research</p> <p>Scan images and take digital photos and use software to alter them, adapt them and create work with meaning</p> <p>Create digital images with animation, video and with communicate their ideas</p>	
	<p>Sketch books</p> <p>Compare and discuss ideas with others</p> <p>Use sketch books to express their feelings about various subjects and outline likes and dislikes</p> <p>Use their sketch books to adapt and improve their original ideas</p> <p>Keep notes about the purpose of their work in their sketch book</p>	

By the end of year children		
	Developed the following skills:	Have gained the following knowledge:
Year 6	<p>Drawing</p> <p>Produce sketches that communicate emotions and a sense of self with accuracy and imagination</p> <p>Explain why they have combined different tools and materials together</p>	<p>The visual and tactile elements of Art</p> <p>Colour, pattern, texture, line, tone and form, shape and space and</p>

	<p>Explain why they have used particular drawing techniques</p>	<p>use this vocabulary when talking about their own and other people's art</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>How to review your own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work</p>
<p><b>Painting</b>  Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.  Explain what their own style is  Use a wide range of techniques in their work  Explain why these techniques have been used</p>		
<p><b>Printing</b>  Overprint using different colours  Look carefully at the methods they use and make decisions about the effectiveness of their printing methods  See positive and negative shapes.</p>		
<p><b>3D/Textiles</b>  Create models on a range of scales  Create work which is open to interpretation by the audience  Include both visual and tactile elements in their work</p>		
<p><b>Collage</b>  Combine pattern, tone and shape  Justify the materials they have used</p>		
<p><b>Use of IT</b>  Use software to create pieces of digital art to design  Create a piece of art which can be used as part of a wider presentation</p>		
<p><b>Sketch books</b>  Contain detailed notes and annotations  Compare methods to those of others and keep notes in sketch book  Combine graphics and text based on research of commercial design for eg magazines etc to influence the layout of their sketch books  Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books  Compare and discuss ideas with others</p>		

	Use sketch books to express their feelings about various subjects and outline likes and dislikes Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch book	
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By the end of **UKS2**, pupils will have experienced the following

- Working with an artist and produced a piece of art work in the style of this artist
- visit a gallery or museum which has an exhibition
- Working individually, and in groups to create pieces of art
- Planned and set up their own exhibition of their work which is shown to an audience eg: parents or an end of topic exhibition to other children
- Looked at a range of art from different times, cultures and craftspeople
- Experiment with different styles which artists have used
- Explain art from other periods and cultures