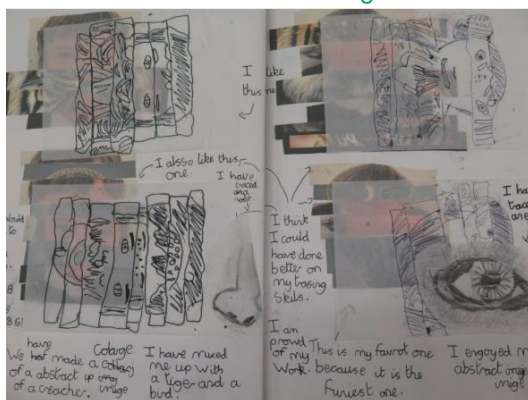


	Y3			Y4			Y5			Y6				
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2		
Art (1/2 term, 1 per term) Topic/principle media used/artist/architect	Natural and manmade world Sketching pencils, charcoal, pastels	Colour theory Printing Andy Warhol	Art in nature Collective collage using recycled materials Andy Goldsworthy/Frank Lloyd Wright	Picasso inspired masks 3D sculpture - Modroc/papiermache/layered card	Still life Proportional sketching Water colours Cezanne	Experimenting with mood, feeling, movement Pastels Gaudi	Landscapes Acrylic paint David Hockney	Ancient Greek architecture and art Sculpture-Clay pots	Collage – landscapes/postmodernism David Hockney Gehry	The human form Sketching pencils	Perspective art Water colour Joseph Mallord William Turner Derain	Islamic Art Produce intricate patterns and textures in malleable media – clay tile Zaha Hadid		
Artists to cover:						Architects to cover:								
Year 3	Year 4		Year 5		Year 6		Year 3		Year 4		Year 5		Year 6	
Andy Warhol Andy Goldsworthy	Picasso Cezanne		David Hockney (over 2 units)		Joseph Mallord William Turner		Frank Lloyd Wright		Gaudi		Ancient Greek architecture Gehry		Islamic architecture Zaha Hadid	
Y3 Art Skills and Progression														
	Objective (NC)		Skills & activities											
Development of sketch books S1	<ul style="list-style-type: none">Produce creative work, exploring their ideas and recording their experiencesTo create sketch books to record their observations and use		Beginning of the Key stage <ul style="list-style-type: none">Use a sketch book for recording observations, for experimenting with techniques or planning out ideas											

them to review and revisit ideas



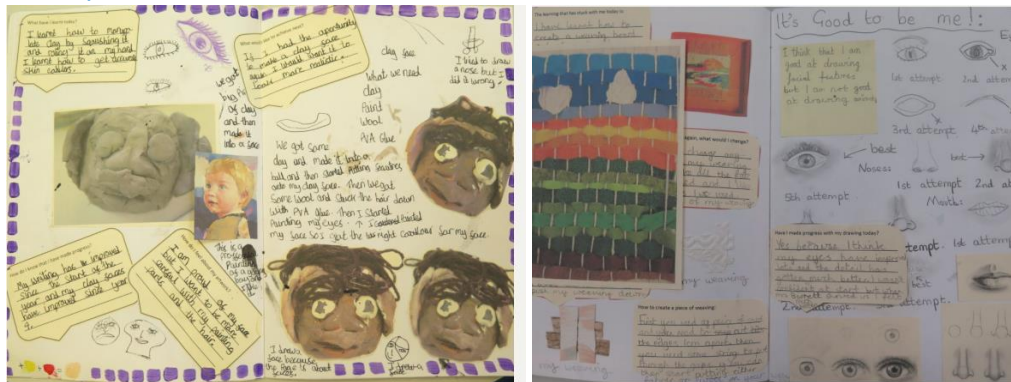
- Make initial sketches as a preparation for painting and other work
- Experiment with a range of materials to create a range of effects and use these techniques in the completed piece of work
- Use a sketchbook for collecting ideas and developing a plan for a completed piece of art work



- Sketchbooks will show several different versions of an idea and how research or experimentation has led to improvements in their proposed outcome



- Use taught technical skills to adapt and improve his/her work
- Apply the technical skills they are learning to improve the quality of their work e.g. in painting they select and use different brushes for different purposes
- Develop different ideas which can be used and explain his/her choices for the materials and techniques used
- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work



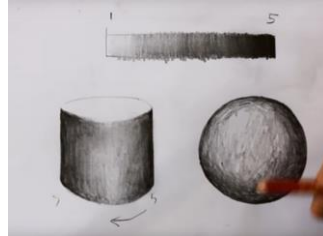
- Try out several different ways of using tools and materials that are new to them
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research.
- Produce increasingly detailed preparatory sketches for painting and other work.

		<div data-bbox="768 113 1666 448"> </div> <ul style="list-style-type: none"> • Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used. • Refine his/her use of learnt techniques. <div data-bbox="775 528 1659 868"> </div> <ul style="list-style-type: none"> • Independently: Take action to refine their technical and craft skills; select and effectively use relevant processes in order to create successful and finished work <p>End of the Key Stage</p>
<p>Proficiency in drawing</p> <p>S2</p>	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • To improve their mastery of art and design techniques, including 	<p>Beginning of the Key Stage</p> <ul style="list-style-type: none"> • Explore shading, using different media. • Experiment with different grades of pencil and other media/implements to draw different forms and shapes <div data-bbox="786 1177 1509 1270"> <p>9H 8H 7H 6H 5H 4H 3H 2H H F</p> <p>Graduated Shading</p> </div>

drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

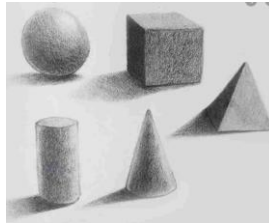


- Apply tone in a drawing in a simple way



https://www.google.com/search?q=apply+tone+to+a+simple+drawing&rlz=1C1GCEV_enGB836GB836&oq=apply+tone+to+a+simple+drawing&aqs=chrome..69i57j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#kpvalbx=_J-FcXuWgB5-H1fAPoO-m2Ac31

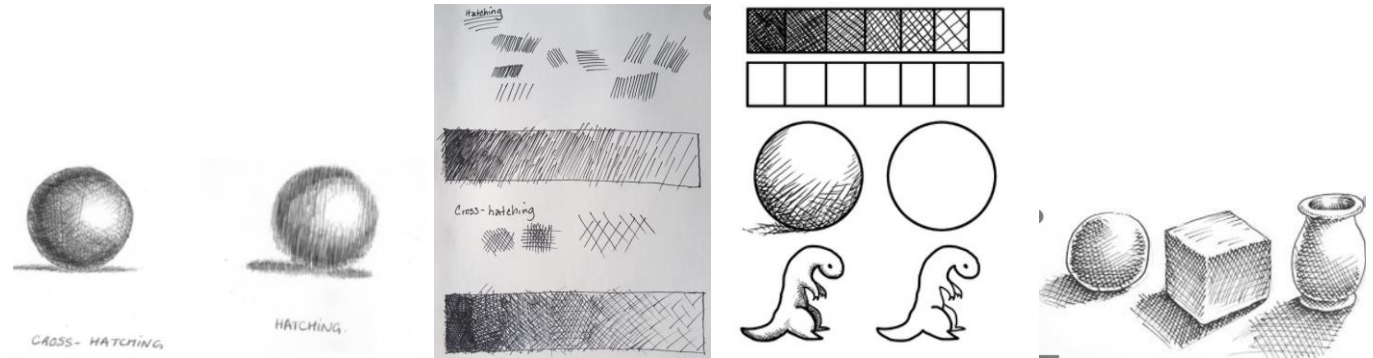
- Encourage close observation of objects in both the natural and manmade world.
- Begin to develop an awareness of composition, scale and proportion in their work
- Begin to show an awareness of objects having a third dimension



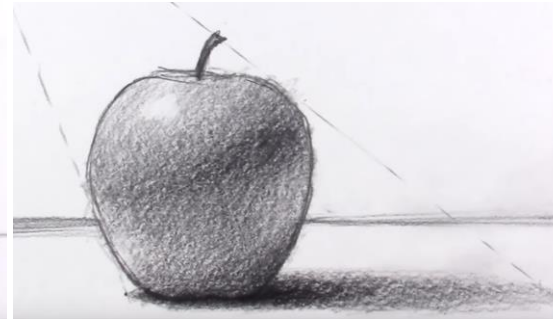
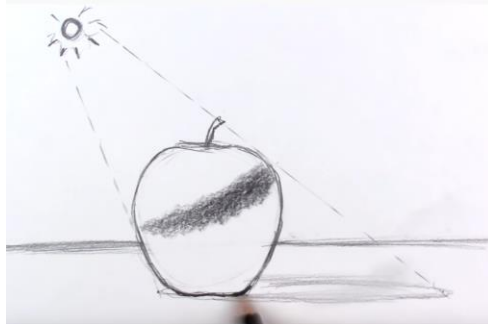
- Experiment with different grades of pencil and other media/implements to achieve variations in tone.



- Apply a simple use of pattern and texture in a drawing (hatching and cross-hatching)

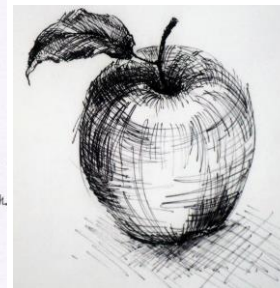
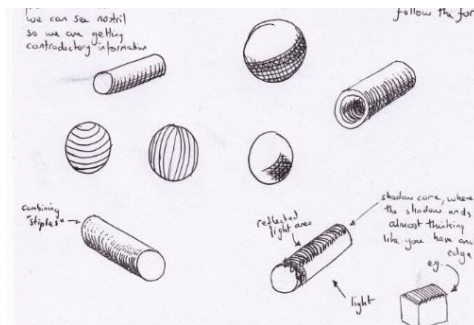


- Draws familiar objects with correct proportions.
- Use different hardness of pencils to show light and shadow effects
- Look at the effect of light on an object from different directions.



(<https://www.youtube.com/watch?v=-WR-FyUQc6I>)

- Have opportunities to develop drawings featuring the third dimension and proportion.
- Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)
- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.
- Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Use different techniques for different purposes i.e. shading, hatching, **contour-hatching**, **blending** within their own work. Start to develop their own style using tonal contrast and mixed media.



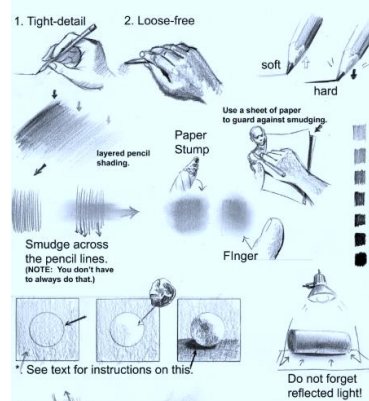
Contour Hatching

This technique is often used in figure drawing, with the direction of line helping to suggest the cross-contours of the body. Hatching which follows a contour can also help to make objects appear more three-dimensional.

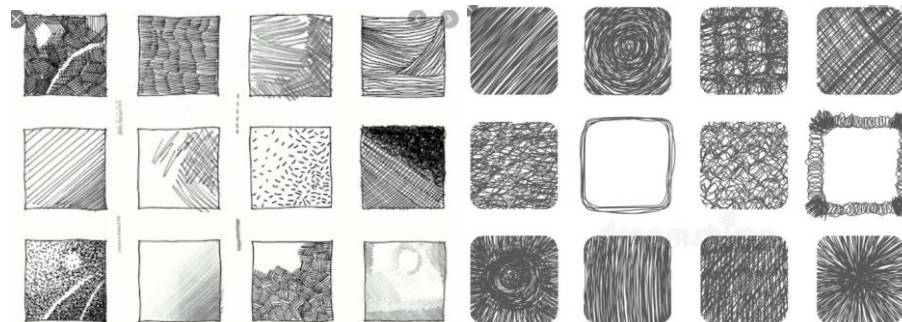


Contour Lines

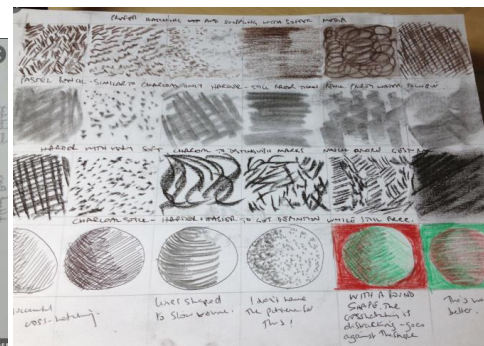
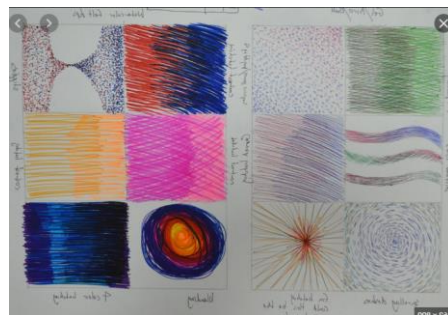
Are lines that follow the curves (contours) of an object



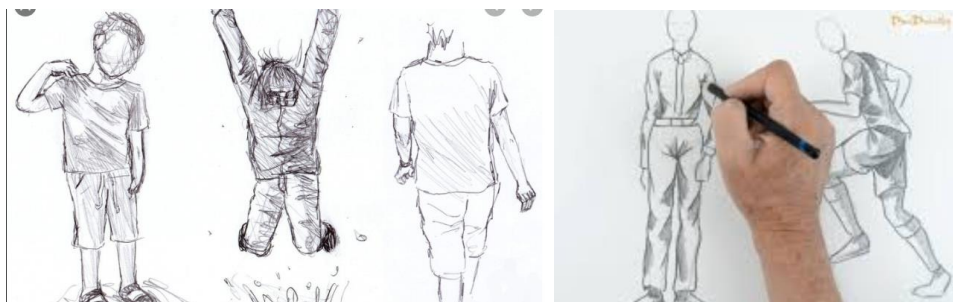
- Introduce the concept of perspective
- Develop the effect of light on objects and people from different directions, using tone.
- Produce increasingly accurate drawings – including tone and shading to show 3 dimensions
- Further develop an awareness of composition, scale and proportion in their work
- Use simple perspective in their work using a single focal point and horizon.
- Use different techniques for different purposes, such as shading and hatching, cross-hatching, contour hatching and blending understand which works well in their work and why
- Show confidence in using a variety of drawing mediums, including ink and pen.



- Explore colour mixing and blending techniques with coloured pencils.



- Start to develop their own style using tonal contrast and mixed media.
- Produce increasingly accurate drawings of people – including tone and shading to show 3 dimensions



- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

End of the Key Stage

Beginning of Key Stage

Proficiency in

- Become proficient in drawing, painting,

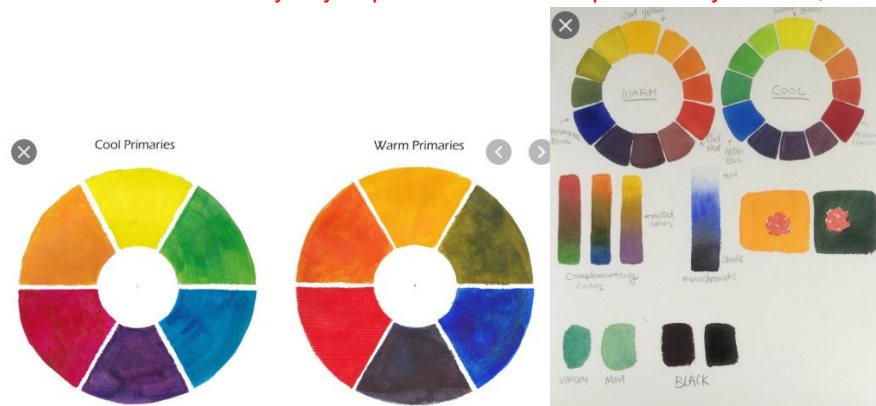
painting

S3

sculpture and other art, craft and design techniques.

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.



- Extend exploring colour mixing to applying colour mixing.
- Introduce different types of brushes for specific purposes.
- Explore colour mixing through overlapping colour prints deliberately.



- Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.



- Mix and match colours to those in a work of art.
- Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.
- Begin to apply colour using dotting, scratching, splashing to imitate an artist.

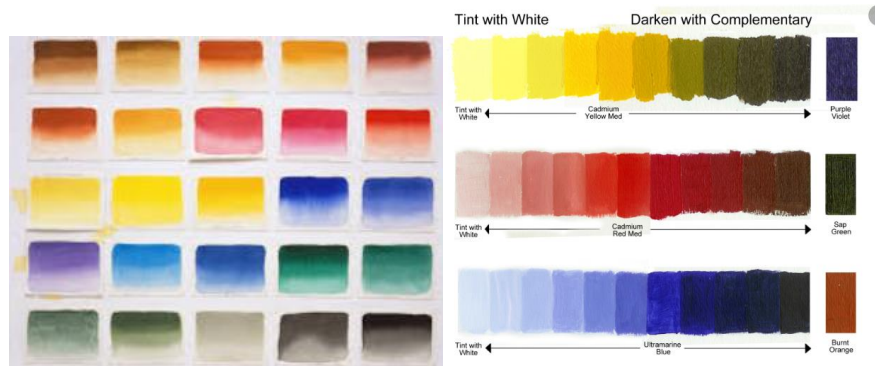


e.g.

- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.



- Mix colours to express mood, divide foreground from background or demonstrate tones



- Consider colour for purposes
- Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.
- Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.

		<div data-bbox="768 113 1680 571" data-label="Image"> </div> <ul style="list-style-type: none"> • Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. <div data-bbox="768 647 1193 941" data-label="Image"> </div> <p>(https://www.youtube.com/watch?v=buuAa5K4LgM)</p> <ul style="list-style-type: none"> • Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. <p>End of the Key Stage</p>
<p>Proficiency using malleable media</p>	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. 	<p>Beginning of Key</p> <ul style="list-style-type: none"> • He/she is able to create a collage using overlapping and layering • Compare and recreate form of natural and manmade objects.

S4

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

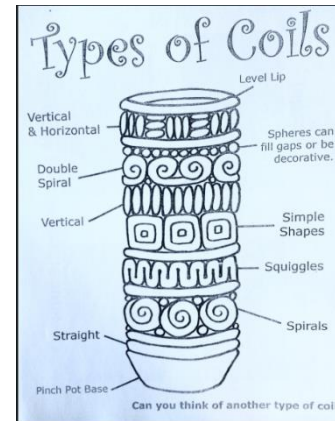


- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Plan and develop ideas in sketchbook and make simple choices about media.
- Begin to have some thought towards size
- Simple discussion about aesthetics
- Plan a sculpture through drawing and other preparatory work.
- Plan and develop ideas in sketchbook and make informed choices about media.
- Work safely, to organize working area and clear away.
- Produce and create a simple design using a malleable form of media.



- Discuss own work and work of other sculptors with comparisons made.
- Develop skills in using clay including slabs, coils and slips.
- Use sketchbook to inform, plan and develop ideas.
- Shape, form, model and join with confidence.



- Take into account the properties of media being used.
- Discuss and evaluate own work and that of other sculptors in detail
- Produce intricate patterns and textures



- Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.



- Experiment with using layers and overlays to create new colours/textures.
- Produce more intricate patterns and textures in a malleable media.

		 <ul style="list-style-type: none"> Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>End of Key Stage</p>
<p>Evaluating and analysing creative works</p> <p>S5</p>	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas Learn about great artists, architects and designers in history 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Explain what he/she likes or dislikes about their work.  <ul style="list-style-type: none"> They think carefully before explaining to their teacher what they like and what they will do next Is able to explain how to use some of the tools and techniques they have chosen to work with Use language appropriate to skill. Discuss own work and that of other artists. Use language appropriate to skill.

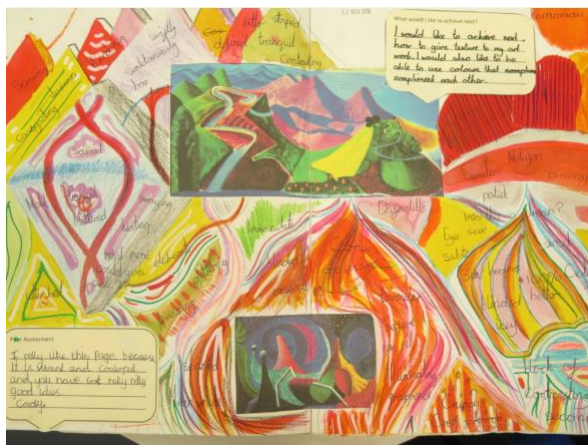
- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.



- Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve
- Is able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety
- Return to work over longer periods of time and use a wider range of materials.
- Evaluate his/her work against their intended outcome.



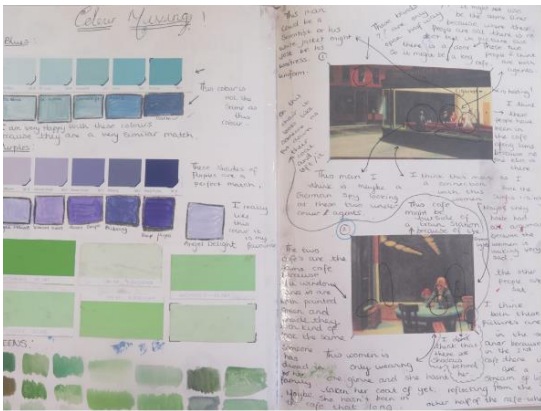
- Regularly analyse and reflect on their progress taking account of what they hoped to achieve





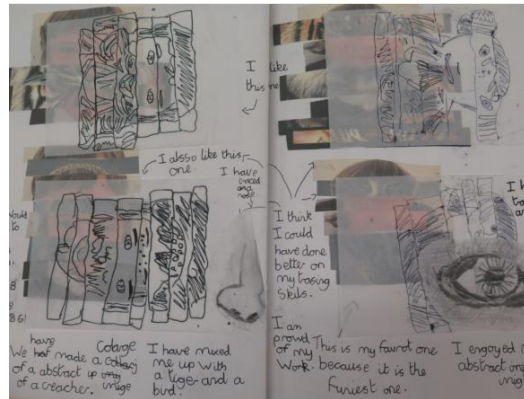
- Describe the process they are using and how they hope to achieve high quality outcomes
- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.



- Follow a design brief to achieve an effect for a particular function.
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

		 <p>End of Key Stage</p>
<p>Know about great artists, craft makers and designers</p> <p>S6</p>	<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Learn about great artists, architects and designers in history 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Know about some of the great artists, architects and designers in history and describe their work. Can describe the work of some artists, craftspeople, architects and designers Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked <p>End of Key Stage</p>
<p>Art vocabulary</p>	<p>Develop the appropriate use of Artistic terms</p>	<ul style="list-style-type: none">

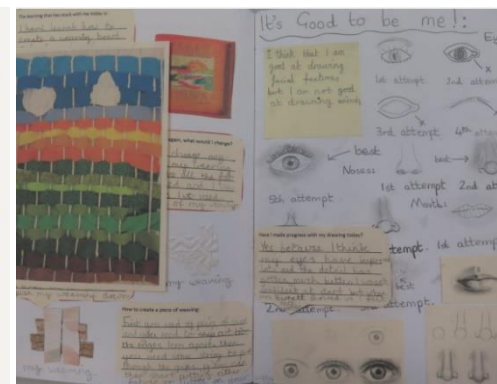
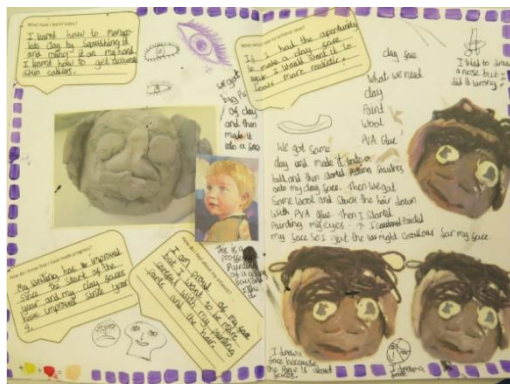
Y4 Art Skills and Progression		
Development of sketch books S1	Objective (NC)	Skills & activities
	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences To create sketch books to record their observations and use them to review and revisit ideas 	<p>Beginning of the Key stage</p> <ul style="list-style-type: none"> Use a sketch book for recording observations, for experimenting with techniques or planning out ideas  <ul style="list-style-type: none"> Make initial sketches as a preparation for painting and other work Experiment with a range of materials to create a range of effects and use these techniques in the completed piece of work Use a sketchbook for collecting ideas and developing a plan for a completed piece of art work 



- Sketchbooks will show several different versions of an idea and how research or experimentation has led to improvements in their proposed outcome





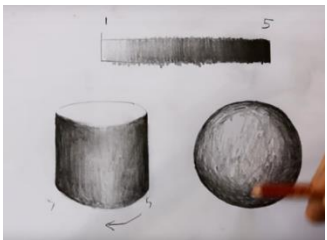
- Use taught technical skills to adapt and improve his/her work
- Apply the technical skills they are learning to improve the quality of their work e.g. in painting they select and use different brushes for different purposes
- Develop different ideas which can be used and explain his/her choices for the materials and techniques used
- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work



- Try out several different ways of using tools and materials that are new to them
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research.
- Produce increasingly detailed preparatory sketches for painting and other work.

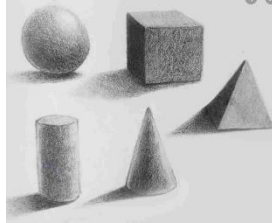


- Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.
- Refine his/her use of learnt techniques.

		 <ul style="list-style-type: none"> Independently: Take action to refine their technical and craft skills; select and effectively use relevant processes in order to create successful and finished work <p>End of the Key Stage</p>
<p>Proficiency in drawing</p> <p>S2</p>	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Beginning of the Key Stage</p> <ul style="list-style-type: none"> Explore shading, using different media. Experiment with different grades of pencil and other media/implements to draw different forms and shapes  <ul style="list-style-type: none"> Apply tone in a drawing in a simple way 

https://www.google.com/search?q=apply+tone+to+a+simple+drawing&rlz=1C1GCEV_enGB836GB836&oq=apply+tone+to+a+simple+drawing&aqs=chrome..69i57.4794j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#kpvalbx=J-FcXuWgB5-H1fAPoO-m2Ac31

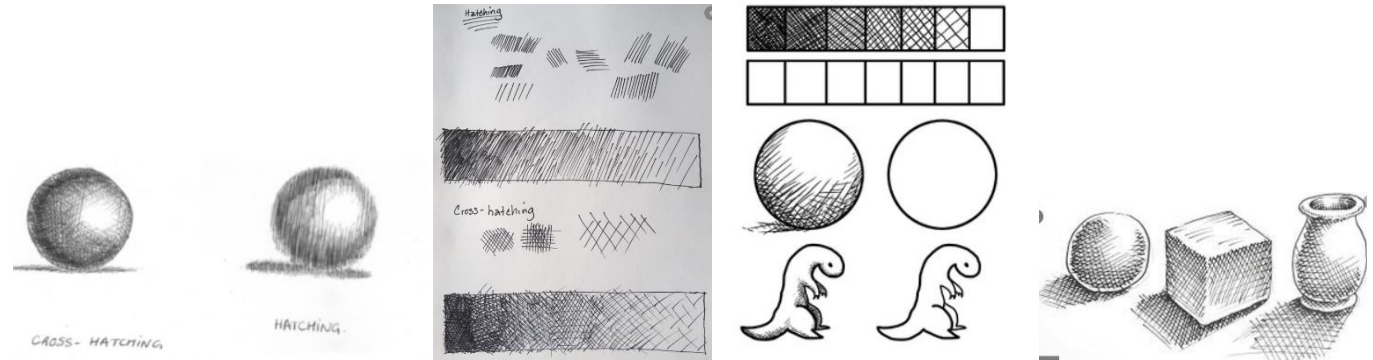
- Encourage close observation of objects in both the natural and manmade world.
- Begin to develop an awareness of composition, scale and proportion in their work
- Begin to show an awareness of objects having a third dimension



- Experiment with different grades of pencil and other media/implements to achieve variations in tone.



- Apply a simple use of pattern and texture in a drawing (hatching and cross-hatching)

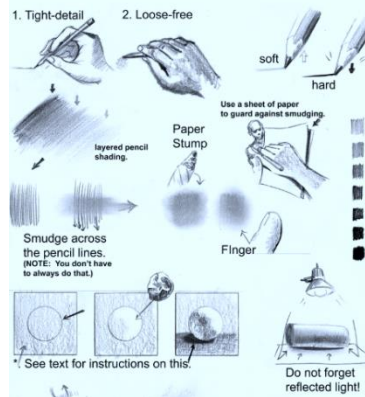
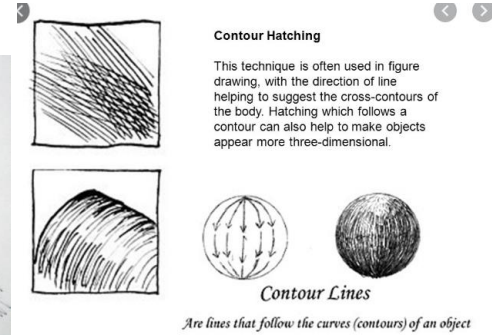
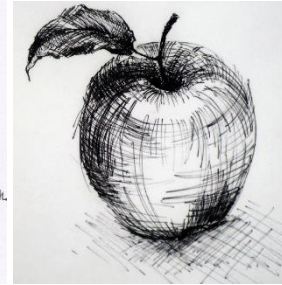
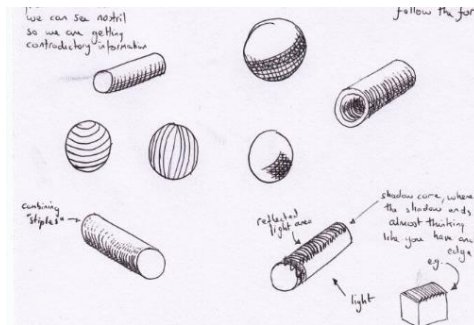


- Draws familiar objects with correct proportions.
- Use different hardness of pencils to show light and shadow effects
- Look at the effect of light on an object from different directions.

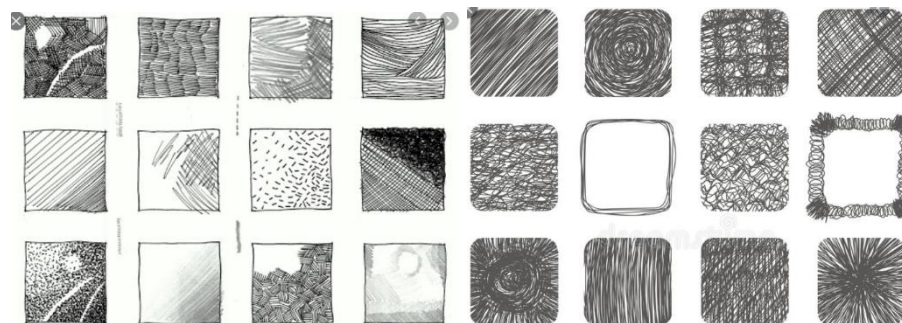


(<https://www.youtube.com/watch?v=-WR-FyUQc6I>)

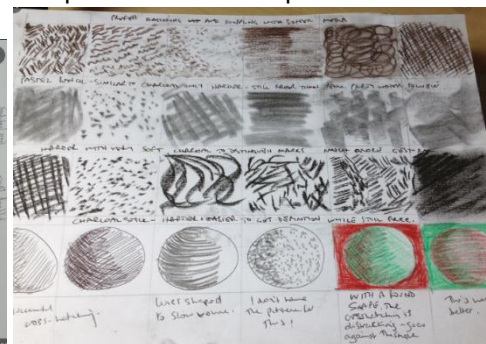
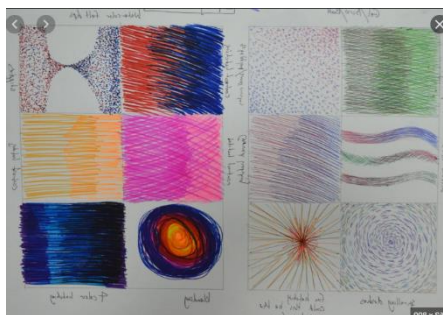
- Have opportunities to develop drawings featuring the third dimension and proportion.
- Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)
- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.
- Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Use different techniques for different purposes i.e. shading, hatching, **contour-hatching**, **blending** within their own work. Start to develop their own style using tonal contrast and mixed media.




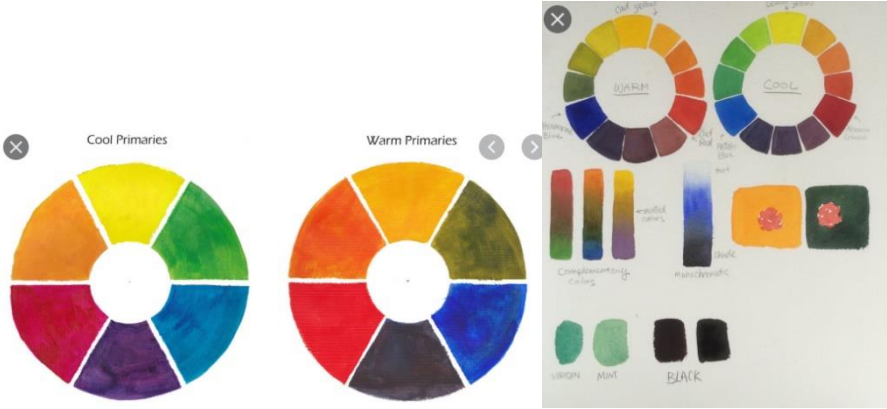
- Introduce the concept of perspective
- Develop the effect of light on objects and people from different directions, using tone.
- Produce increasingly accurate drawings – including tone and shading to show 3 dimensions
- Further develop an awareness of composition, scale and proportion in their work
- Use simple perspective in their work using a single focal point and horizon.
- Use different techniques for different purposes, such as shading and hatching, cross-hatching, contour hatching and blending understand which works well in their work and why
- Show confidence in using a variety of drawing mediums, including ink and pen.



- Explore colour mixing and blending techniques with coloured pencils.



- Start to develop their own style using tonal contrast and mixed media.
- Produce increasingly accurate drawings of people – including tone and shading to show 3 dimensions

		 <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). <p>End of the Key Stage</p>
<p>Proficiency in painting</p> <p>S3</p>	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.  <ul style="list-style-type: none"> Extend exploring colour mixing to applying colour mixing. Introduce different types of brushes for specific purposes. Explore colour mixing through overlapping colour prints deliberately.

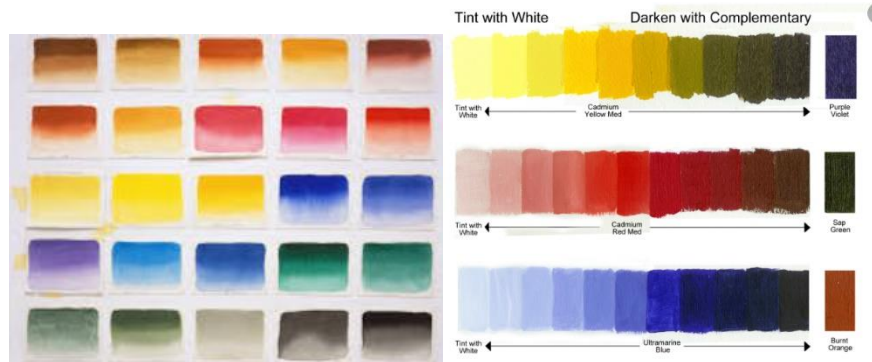


e.g.

- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.



- Mix colours to express mood, divide foreground from background or demonstrate tones



- Consider colour for purposes
- Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.
- Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.



- Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.



(<https://www.youtube.com/watch?v=buuAa5K4LgM>)

- Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.
- Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.

End of the Key Stage

**Proficiency
using malleable
media**

S4

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Beginning of Key

- He/she is able to create a collage using overlapping and layering
- Compare and recreate form of natural and manmade objects.

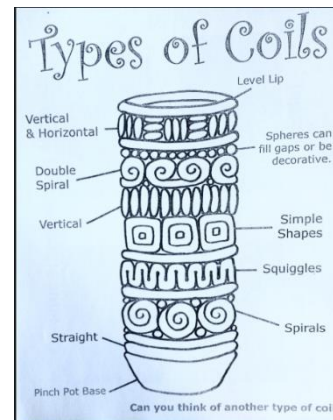


- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Plan and develop ideas in sketchbook and make simple choices about media.
- Begin to have some thought towards size
- Simple discussion about aesthetics
- Plan a sculpture through drawing and other preparatory work.
- Plan and develop ideas in sketchbook and make informed choices about media.
- Work safely, to organize working area and clear away.
- Produce and create a simple design using a malleable form of media.



- Discuss own work and work of other sculptors with comparisons made.


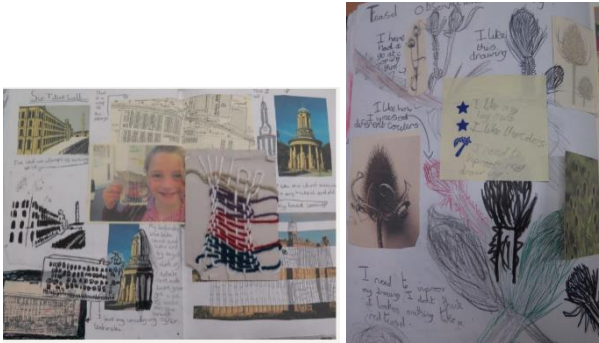
- Develop skills in using clay including slabs, coils and slips.
- Use sketchbook to inform, plan and develop ideas.
- Shape, form, model and join with confidence.
- Take into account the properties of media being used.
- Discuss and evaluate own work and that of other sculptors in detail
- Produce intricate patterns and textures



- Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.



- Experiment with using layers and overlays to create new colours/textures.

		<ul style="list-style-type: none"> Produce more intricate patterns and textures in a malleable media.  <ul style="list-style-type: none"> Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>End of Key Stage</p>
<p>Evaluating and analysing creative works</p> <p>S5</p>	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas Learn about great artists, architects and designers in history 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Explain what he/she likes or dislikes about their work.  <ul style="list-style-type: none"> They think carefully before explaining to their teacher what they like and what they will do next Is able to explain how to use some of the tools and techniques they have chosen to work with Use language appropriate to skill. Discuss own work and that of other artists. Use language appropriate to skill.

- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.



- Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve
- Is able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety
- Return to work over longer periods of time and use a wider range of materials.
- Evaluate his/her work against their intended outcome.




- Regularly analyse and reflect on their progress taking account of what they hoped to achieve



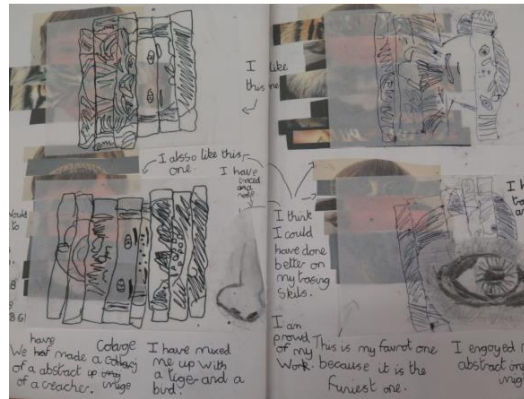
- Describe the process they are using and how they hope to achieve high quality outcomes
- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.



- Follow a design brief to achieve an effect for a particular function.
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

		 <p>End of Key Stage</p>
<p>Know about great artists, craft makers and designers</p> <p>S6</p>	<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Learn about great artists, architects and designers in history 	<p>Beginning of the Key stage</p> <ul style="list-style-type: none"> Know about some of the great artists, architects and designers in history and describe their work. Can describe the work of some artists, craftspeople, architects and designers Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked <p>End of Key Stage</p>

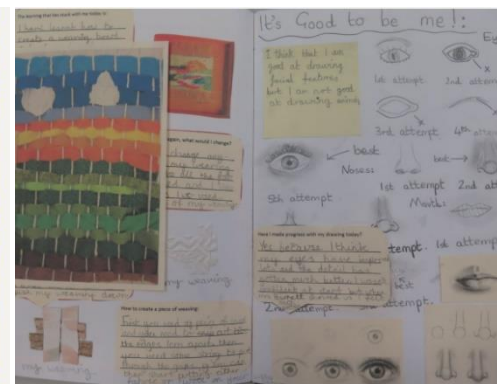
Art vocabulary	Develop the appropriate use of Artistic terms	<ul style="list-style-type: none">
Y5 Art Skills and Progression		
Development of sketch books S1	Objective (NC) <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences To create sketch books to record their observations and use them to review and revisit ideas 	Skills & activities Beginning of the Key stage <ul style="list-style-type: none"> Use a sketch book for recording observations, for experimenting with techniques or planning out ideas <div data-bbox="689 587 1218 986"> </div> <div data-bbox="1227 619 1711 979"> </div> <ul style="list-style-type: none"> Make initial sketches as a preparation for painting and other work Experiment with a range of materials to create a range of effects and use these techniques in the completed piece of work Use a sketchbook for collecting ideas and developing a plan for a completed piece of art work



- Sketchbooks will show several different versions of an idea and how research or experimentation has led to improvements in their proposed outcome




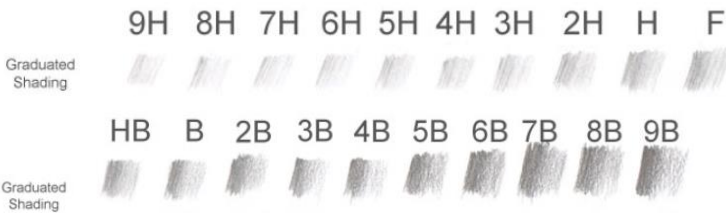
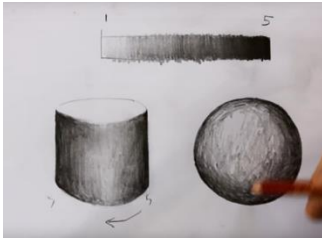
- Use taught technical skills to adapt and improve his/her work
- Apply the technical skills they are learning to improve the quality of their work e.g. in painting they select and use different brushes for different purposes
- Develop different ideas which can be used and explain his/her choices for the materials and techniques used
- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work



- Try out several different ways of using tools and materials that are new to them
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research.
- Produce increasingly detailed preparatory sketches for painting and other work.

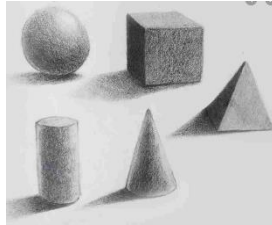


- Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.
- Refine his/her use of learnt techniques.

		 <ul style="list-style-type: none"> Independently: Take action to refine their technical and craft skills; select and effectively use relevant processes in order to create successful and finished work <p>End of the Key Stage</p>
<p>Proficiency in drawing</p> <p>S2</p>	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Beginning of the Key Stage</p> <ul style="list-style-type: none"> Explore shading, using different media. Experiment with different grades of pencil and other media/implements to draw different forms and shapes  <ul style="list-style-type: none"> Apply tone in a drawing in a simple way  <p>https://www.google.com/search?q=apply+tone+to+a+simple+drawing&rlz=1C1GCEV_enGB836GB836&oq=apply+tone+to+a+simple+drawing&aqs=chrome..69i57.4794j0j4&sourceid=chrom</p>

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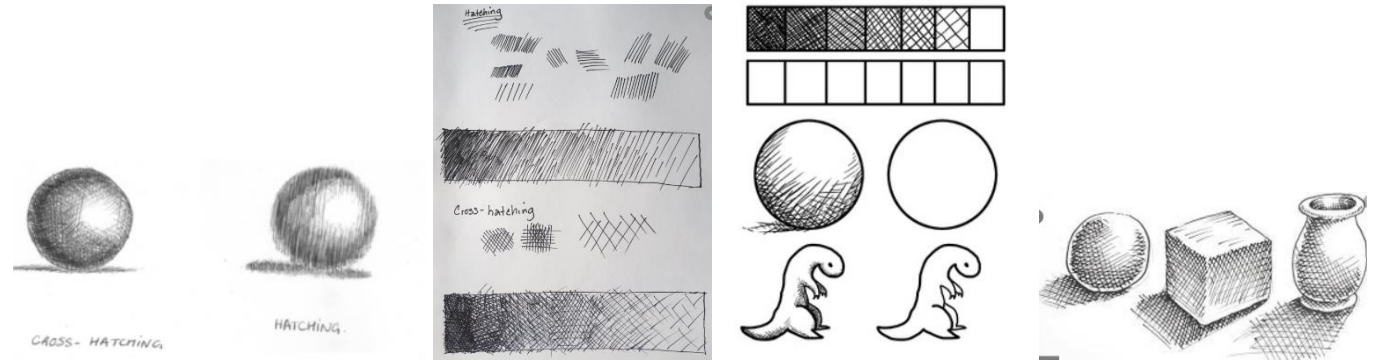
- Encourage close observation of objects in both the natural and manmade world.
- Begin to develop an awareness of composition, scale and proportion in their work
- Begin to show an awareness of objects having a third dimension



- Experiment with different grades of pencil and other media/implements to achieve variations in tone.



- Apply a simple use of pattern and texture in a drawing (hatching and cross-hatching)

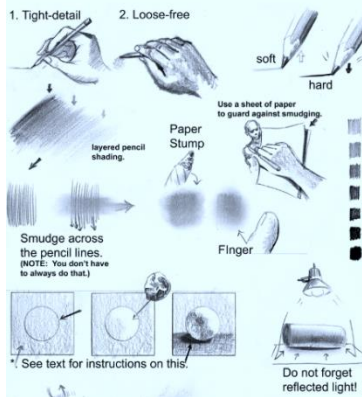
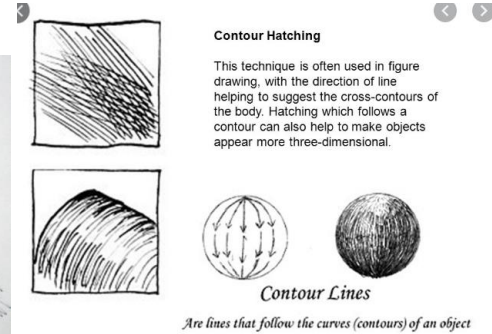
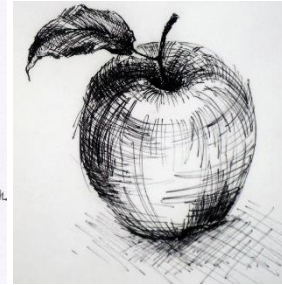
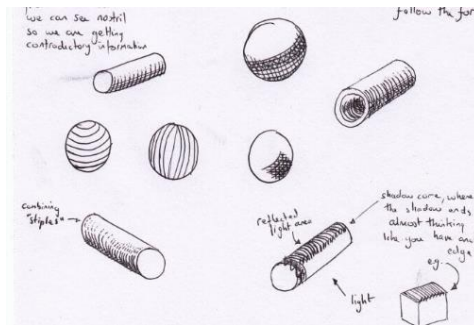


- Draws familiar objects with correct proportions.
- Use different hardness of pencils to show light and shadow effects
- Look at the effect of light on an object from different directions.

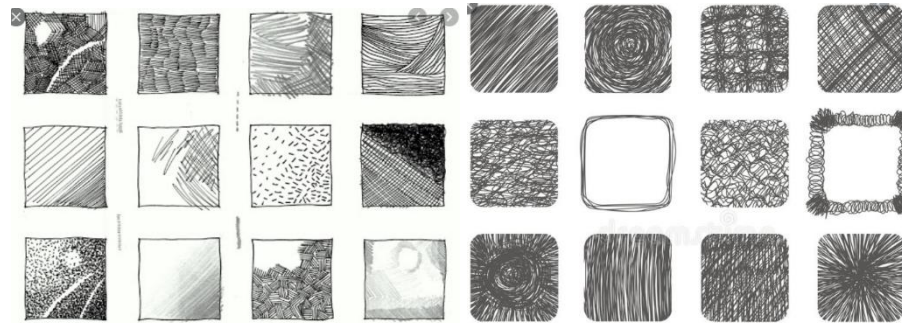


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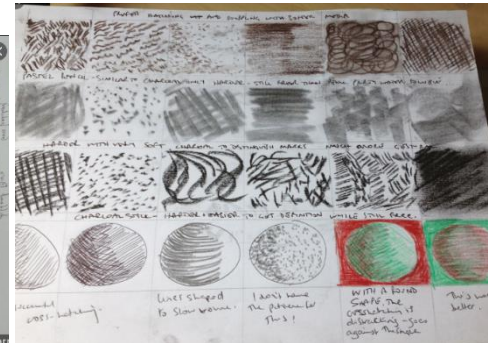
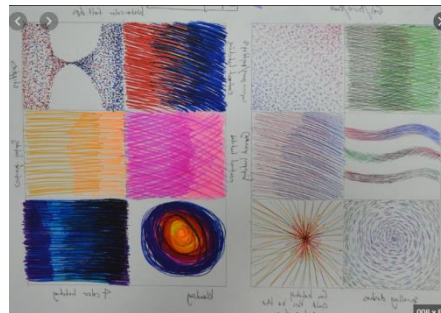
- Have opportunities to develop drawings featuring the third dimension and proportion.
- Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)
- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.
- Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Use different techniques for different purposes i.e. shading, hatching, **contour-hatching**, **blending** within their own work. Start to develop their own style using tonal contrast and mixed media.




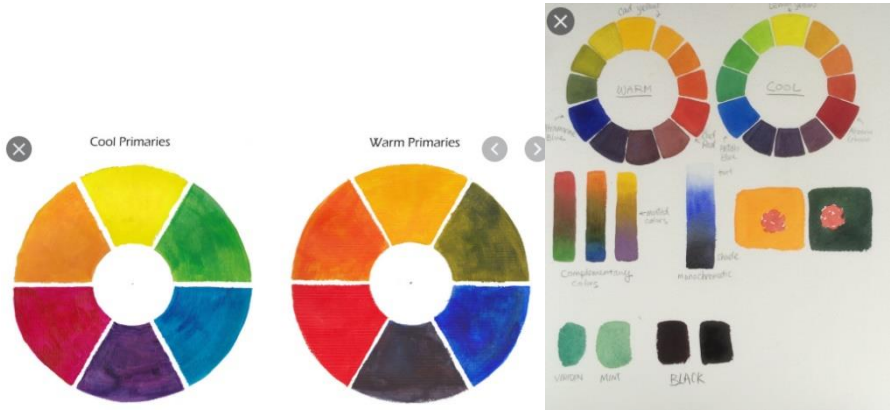
- Introduce the concept of perspective
- Develop the effect of light on objects and people from different directions, using tone.
- Produce increasingly accurate drawings – including tone and shading to show 3 dimensions
- Further develop an awareness of composition, scale and proportion in their work
- Use simple perspective in their work using a single focal point and horizon.
- Use different techniques for different purposes, such as shading and hatching, cross-hatching, contour hatching and blending understand which works well in their work and why
- Show confidence in using a variety of drawing mediums, including ink and pen.



- Explore colour mixing and blending techniques with coloured pencils.

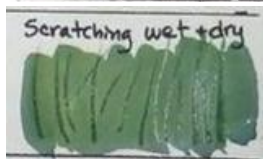


- Start to develop their own style using tonal contrast and mixed media.
- Produce increasingly accurate drawings of people – including tone and shading to show 3 dimensions

		 <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). <p>End of the Key Stage</p>
<p>Proficiency in painting</p> <p>S3</p>	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.  <ul style="list-style-type: none"> Extend exploring colour mixing to applying colour mixing. Introduce different types of brushes for specific purposes. Explore colour mixing through overlapping colour prints deliberately.



- Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.



- Mix and match colours to those in a work of art.
- Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.
- Begin to apply colour using dotting, scratching, splashing to imitate an artist.

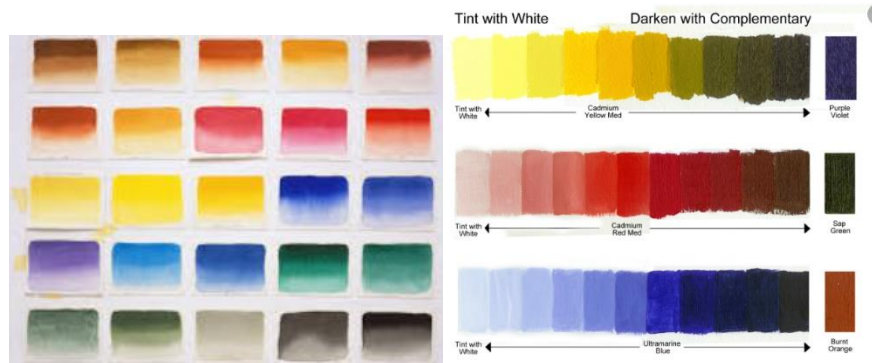


e.g.

- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.



- Mix colours to express mood, divide foreground from background or demonstrate tones



**Proficiency
using malleable
media**

S4

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Beginning of Key

- He/she is able to create a collage using overlapping and layering
- Compare and recreate form of natural and manmade objects.

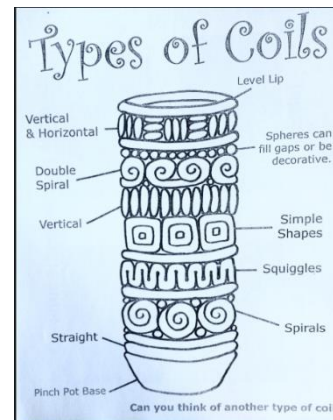


- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Plan and develop ideas in sketchbook and make simple choices about media.
- Begin to have some thought towards size
- Simple discussion about aesthetics
- Plan a sculpture through drawing and other preparatory work.
- Plan and develop ideas in sketchbook and make informed choices about media.
- Work safely, to organize working area and clear away.
- Produce and create a simple design using a malleable form of media.



- Discuss own work and work of other sculptors with comparisons made.


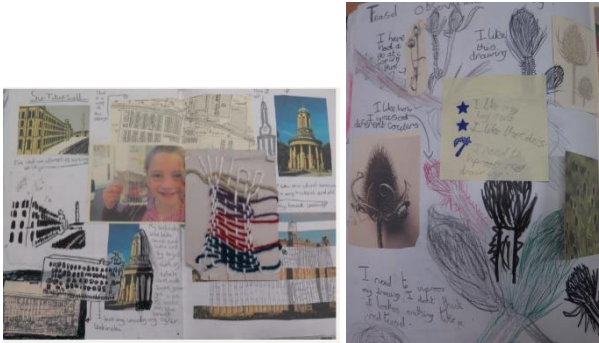
- Develop skills in using clay including slabs, coils and slips.
- Use sketchbook to inform, plan and develop ideas.
- Shape, form, model and join with confidence.
- Take into account the properties of media being used.
- Discuss and evaluate own work and that of other sculptors in detail
- Produce intricate patterns and textures



- Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.



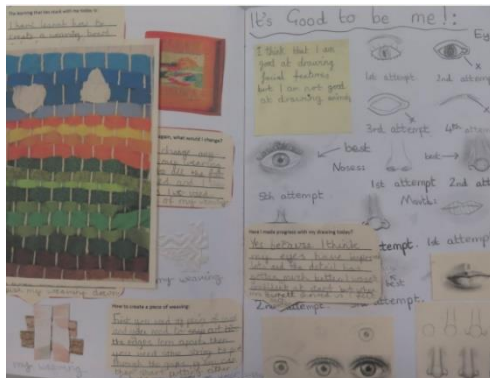
- Experiment with using layers and overlays to create new colours/textures.

		<ul style="list-style-type: none"> Produce more intricate patterns and textures in a malleable media.  <ul style="list-style-type: none"> Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>End of Key Stage</p>
<p>Evaluating and analysing creative works</p> <p>S5</p>	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas Learn about great artists, architects and designers in history 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Explain what he/she likes or dislikes about their work.  <ul style="list-style-type: none"> They think carefully before explaining to their teacher what they like and what they will do next Is able to explain how to use some of the tools and techniques they have chosen to work with Use language appropriate to skill. Discuss own work and that of other artists. Use language appropriate to skill.

- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.



- Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve
- Is able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety
- Return to work over longer periods of time and use a wider range of materials.
- Evaluate his/her work against their intended outcome.




- Regularly analyse and reflect on their progress taking account of what they hoped to achieve



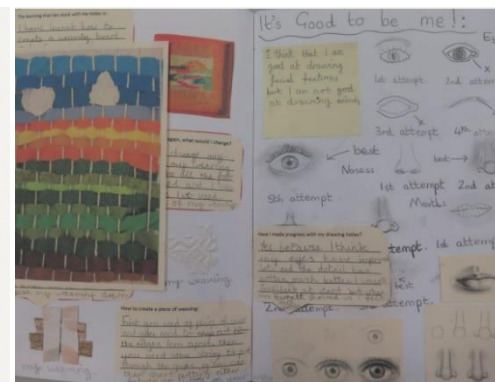
- Describe the process they are using and how they hope to achieve high quality outcomes
- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.



- Follow a design brief to achieve an effect for a particular function.
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

		 <p>End of Key Stage</p>
<p>Know about great artists, craft makers and designers</p> <p>S6</p>	<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Learn about great artists, architects and designers in history 	<p>Beginning of the Key stage</p> <ul style="list-style-type: none"> Know about some of the great artists, architects and designers in history and describe their work. Can describe the work of some artists, craftspeople, architects and designers Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked <p>End of Key Stage</p>


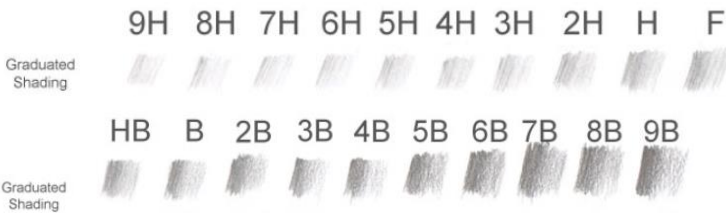
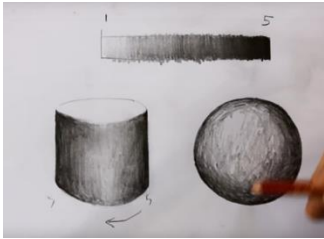
Art vocabulary	Develop the appropriate use of Artistic terms	<ul style="list-style-type: none">
Y6 Art Skills and Progression		
Development of sketch books S1	Objective (NC) <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences To create sketch books to record their observations and use them to review and revisit ideas 	Skills & activities Beginning of the Key stage <ul style="list-style-type: none"> Use a sketch book for recording observations, for experimenting with techniques or planning out ideas <div data-bbox="689 587 1218 986"> </div> <div data-bbox="1227 619 1711 979"> </div> <ul style="list-style-type: none"> Make initial sketches as a preparation for painting and other work Experiment with a range of materials to create a range of effects and use these techniques in the completed piece of work Use a sketchbook for collecting ideas and developing a plan for a completed piece of art work



- Try out several different ways of using tools and materials that are new to them
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research.
- Produce increasingly detailed preparatory sketches for painting and other work.

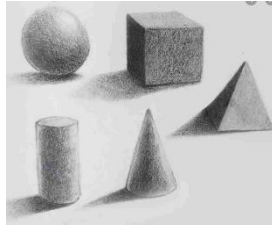


- Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.
- Refine his/her use of learnt techniques.

		 <ul style="list-style-type: none"> Independently: Take action to refine their technical and craft skills; select and effectively use relevant processes in order to create successful and finished work <p>End of the Key Stage</p>
<p>Proficiency in drawing</p> <p>S2</p>	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Beginning of the Key Stage</p> <ul style="list-style-type: none"> Explore shading, using different media. Experiment with different grades of pencil and other media/implements to draw different forms and shapes  <ul style="list-style-type: none"> Apply tone in a drawing in a simple way  <p>https://www.google.com/search?q=apply+tone+to+a+simple+drawing&rlz=1C1GCEV_enGB836GB836&oq=apply+tone+to+a+simple+drawing&aqs=chrome..69i57.4794j0j4&sourceid=chrom</p>

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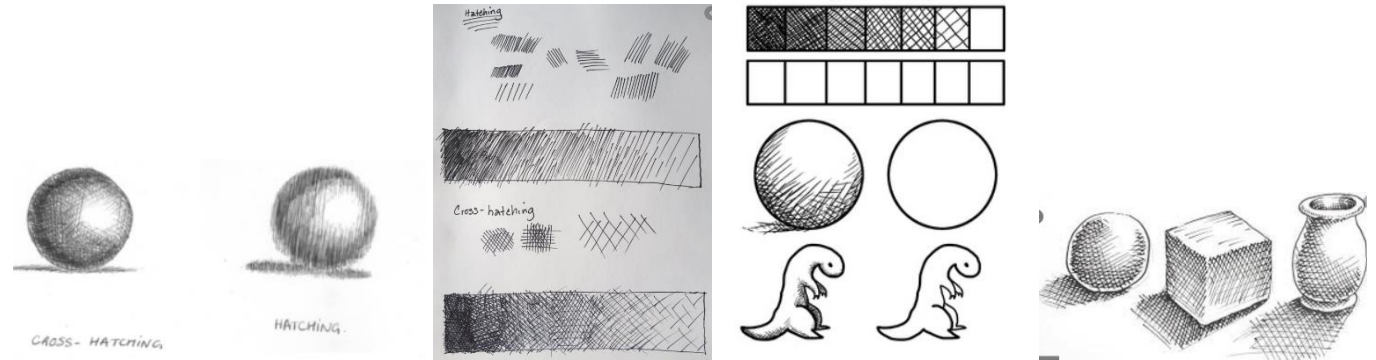
- Encourage close observation of objects in both the natural and manmade world.
- Begin to develop an awareness of composition, scale and proportion in their work
- Begin to show an awareness of objects having a third dimension



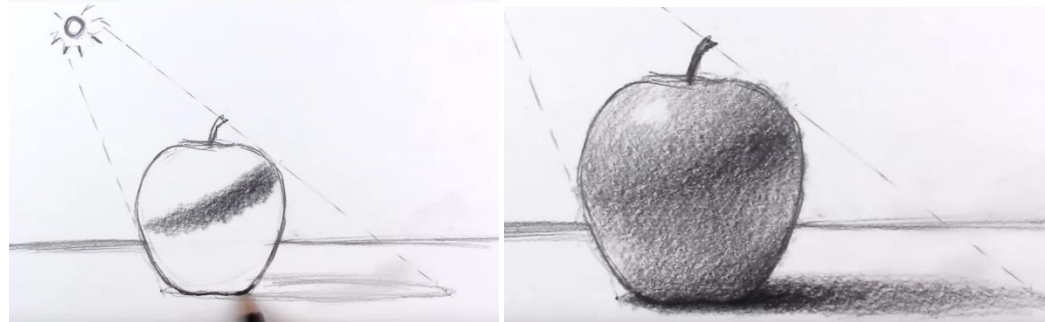
- Experiment with different grades of pencil and other media/implements to achieve variations in tone.



- Apply a simple use of pattern and texture in a drawing (hatching and cross-hatching)

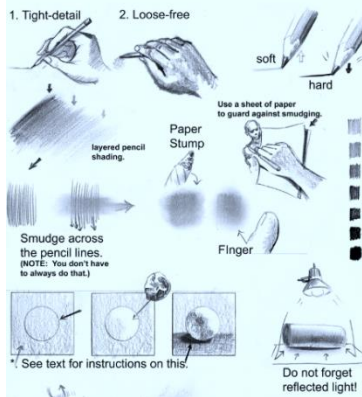
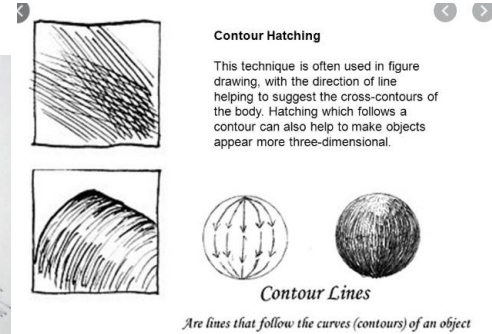
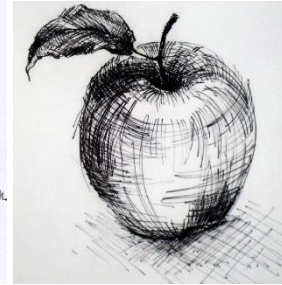
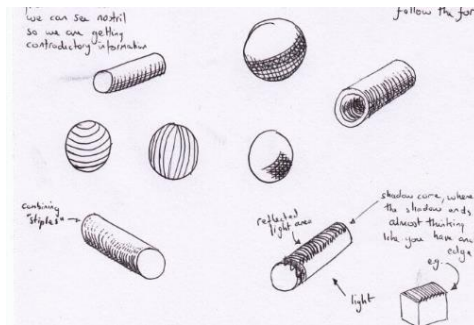


- Draws familiar objects with correct proportions.
- Use different hardness of pencils to show light and shadow effects
- Look at the effect of light on an object from different directions.

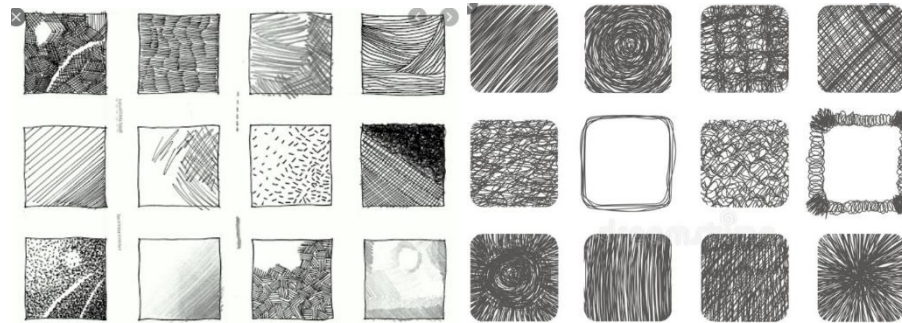


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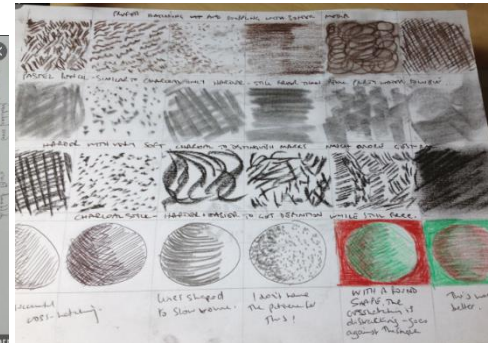
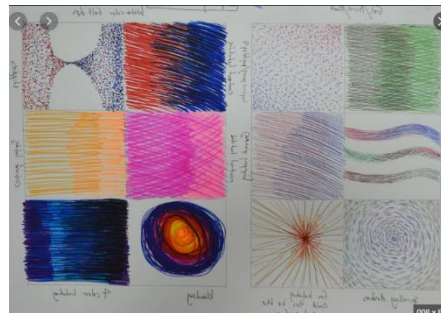
- Have opportunities to develop drawings featuring the third dimension and proportion.
- Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)
- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.
- Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Use different techniques for different purposes i.e. shading, hatching, **contour-hatching**, **blending** within their own work. Start to develop their own style using tonal contrast and mixed media.




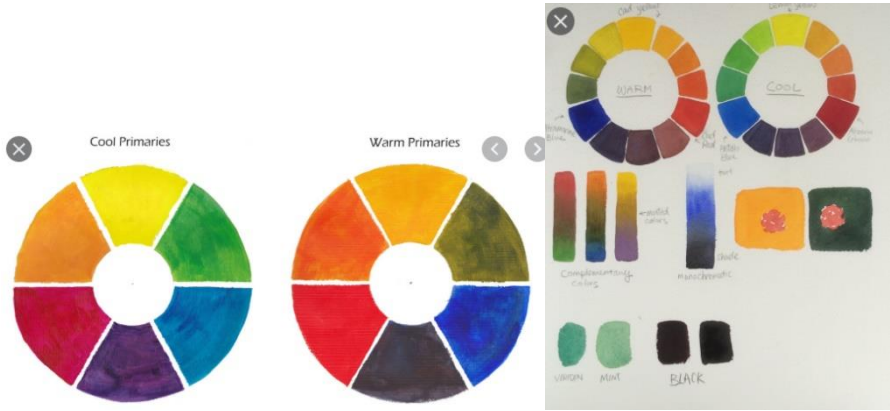
- Introduce the concept of perspective
- Develop the effect of light on objects and people from different directions, using tone.
- Produce increasingly accurate drawings – including tone and shading to show 3 dimensions
- Further develop an awareness of composition, scale and proportion in their work
- Use simple perspective in their work using a single focal point and horizon.
- Use different techniques for different purposes, such as shading and hatching, cross-hatching, contour hatching and blending understand which works well in their work and why
- Show confidence in using a variety of drawing mediums, including ink and pen.



- Explore colour mixing and blending techniques with coloured pencils.



- Start to develop their own style using tonal contrast and mixed media.
- Produce increasingly accurate drawings of people – including tone and shading to show 3 dimensions

		 <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). <p>End of the Key Stage</p>
<p>Proficiency in painting</p> <p>S3</p>	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.  <ul style="list-style-type: none"> Extend exploring colour mixing to applying colour mixing. Introduce different types of brushes for specific purposes. Explore colour mixing through overlapping colour prints deliberately.



- Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.



- Mix and match colours to those in a work of art.
- Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.
- Begin to apply colour using dotting, scratching, splashing to imitate an artist.

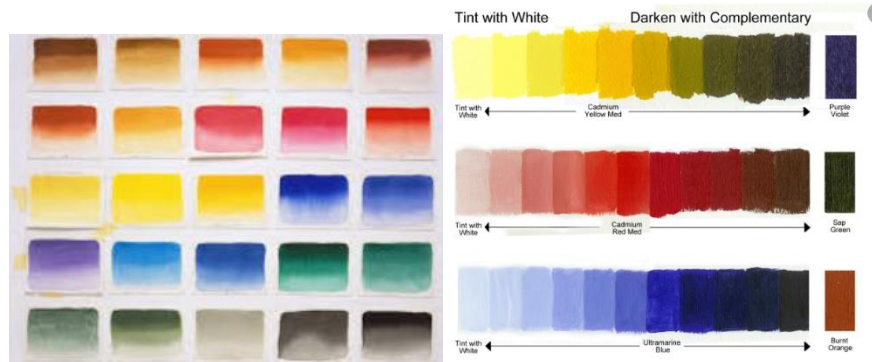


e.g.

- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.



- Mix colours to express mood, divide foreground from background or demonstrate tones



- Consider colour for purposes
- Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.
- Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.



- Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.



(<https://www.youtube.com/watch?v=buuAa5K4LgM>)

- Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.
- Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.

End of the Key Stage

**Proficiency
using malleable
media**

S4

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Beginning of Key

- He/she is able to create a collage using overlapping and layering
- Compare and recreate form of natural and manmade objects.

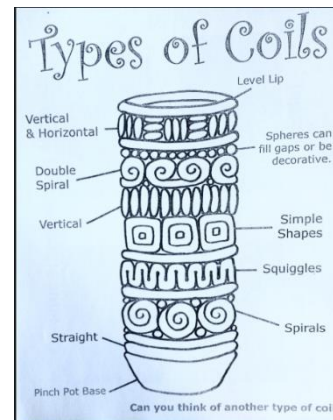


- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Plan and develop ideas in sketchbook and make simple choices about media.
- Begin to have some thought towards size
- Simple discussion about aesthetics
- Plan a sculpture through drawing and other preparatory work.
- Plan and develop ideas in sketchbook and make informed choices about media.
- Work safely, to organize working area and clear away.
- Produce and create a simple design using a malleable form of media.



- Discuss own work and work of other sculptors with comparisons made.


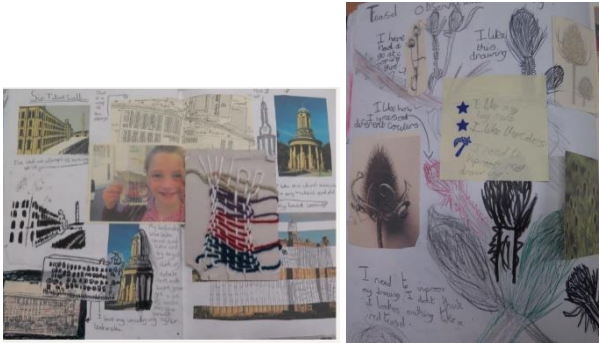
- Develop skills in using clay including slabs, coils and slips.
- Use sketchbook to inform, plan and develop ideas.
- Shape, form, model and join with confidence.
- Take into account the properties of media being used.
- Discuss and evaluate own work and that of other sculptors in detail
- Produce intricate patterns and textures



- Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.



- Experiment with using layers and overlays to create new colours/textures.

		<ul style="list-style-type: none"> Produce more intricate patterns and textures in a malleable media.  <ul style="list-style-type: none"> Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>End of Key Stage</p>
<p>Evaluating and analysing creative works</p> <p>S5</p>	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas Learn about great artists, architects and designers in history 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Explain what he/she likes or dislikes about their work.  <ul style="list-style-type: none"> They think carefully before explaining to their teacher what they like and what they will do next Is able to explain how to use some of the tools and techniques they have chosen to work with Use language appropriate to skill. Discuss own work and that of other artists. Use language appropriate to skill.

- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.



- Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve
- Is able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety
- Return to work over longer periods of time and use a wider range of materials.
- Evaluate his/her work against their intended outcome.




- Regularly analyse and reflect on their progress taking account of what they hoped to achieve



- Describe the process they are using and how they hope to achieve high quality outcomes
- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.



- Follow a design brief to achieve an effect for a particular function.
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

		 <p>End of Key Stage</p>
<p>Know about great artists, craft makers and designers</p> <p>S6</p>	<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Learn about great artists, architects and designers in history 	<p>Beginning of Key Stage</p> <ul style="list-style-type: none"> Know about some of the great artists, architects and designers in history and describe their work. Can describe the work of some artists, craftspeople, architects and designers Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked <p>End of Key Stage</p>

Art vocabulary	Develop the appropriate use of Artistic terms	<ul style="list-style-type: none">
Questions we will ask:		
<ul style="list-style-type: none">		
General questions to ask about		
<u>Opinions</u> What was your first reaction to this artwork? Why do you think you had the reaction? Does your opinion about the artwork change the longer you look at it? Why? How might your interpretation of this artwork be different from someone in another culture? How do you personally relate to/connect with this picture?	<u>Discussing works of art</u> What's going on in this artwork? Describe the lines in this artwork Describe the colors in the artwork How did this artist use ...? How did the artist use line, shape, and color to contribute to the mood or meaning? What emotions do you notice in the artwork? What emotions do you feel when looking at this? What do you think this artist is trying to say in this artwork? What is the meaning or message? Why do you think this artist created this work? How do you think this artwork was made? How does your eye move through the artwork? What choices did the artist make to make that happen?	

Use your eyes and describe the artwork from memory. Why did you remember what you remembered?
 Why did you forget what you forgot?
 What elements of this painting seem real?
 What do we know about the artist after viewing this artwork?
 If you could ask the artist a question, what would you ask him/her?
 Who do you think was this artwork created for? Why do you say that?
 What are the values and beliefs of the culture in which this artwork was made?
 What was happening in history when this artwork was made? How does that change your understanding of the artwork?
 How does this artwork teach us about the future?
 What does this artwork teach us about the past?
 Was this intended to be a work of art or not? Why do you think that? How does that impact your understanding of the artwork?
 What does this painting say about the world in which we live?
 How do you think this artwork was used by the people who made it? What was its function?
 What does this artwork say about the culture in which it was produced?

Resources

A selection of resources and information for all year groups can be found : X:\Subject Leadership\2018-2019\Art

Useful websites – art and artists

<https://artuk.org/discover/artists> - explore over 39,000 artists who feature in the UK's national collection.

<https://www.bbc.com/bitesize/subjects/z6hs34j> - useful background information, techniques and clips

<https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes> - These notes provide useful background information about paintings from the collection, with suggestions on how to use the paintings in the classroom

<https://www.tate.org.uk/art/artists/a-z> – Tate Gallery A to Z of artists

<https://www.tate.org.uk/kids> Tate Kids - interactive website

<http://www.nsead.org/home/index.aspx> – National Society for Education in Art and Design

<https://www.axisweb.org/discover/> - discover the work of contemporary artists, both locally and nationally

<https://www.artistsinfo.co.uk/artist/heather-gail-harman/> - global artists guide

<https://theartyteacher.com/artists-themes/> A list of artists organised by themes and examples of their work

Art Lessons

<http://www.artyfactory.com/portraits/pencil-portraits/drawing-portraits.html> step by step lessons on art and design, includes still life, portrait drawing etc. Also

has an art appreciation section to support your discussions on art of different eras, movements, styles and techniques.

<http://www.artisancam.org.uk/flashapps/howtodraw/> a simple step by step guide to drawing with charcoal

<http://www.artisancam.org.uk/flashapps/exploreperspective/canaletto.php> a lesson on perspective using a painting by Canaletto

http://www.artyfactory.com/perspective_drawing/perspective_index.html step by step instruction on perspective

Architects

<https://architecture.pppst.com/famous-architects.html> free presentations on architects – need adapting

Year 3

Andy Warhol – useful websites

<https://www.slideshare.net/RodriguezLehmann/andy-warhol-33898878> slide share site

https://www.google.com/search?rlz=1C1GGRV_enGB751GB751&biw=1291&bih=550&tbm=isch&sa=1&ei=X7vZXLGbD461U6qrsrAB&q=andy+warhol+pINTINGS&oq=andy+warhol+pINTINGS&gs_l=img.3..0i10i24.11186.13295..13454...0.0..0.80.590.9.....0....1..gws-wiz-img.....0i67j0j0i30j0i5i30j0i8i30.NUWBkhNwd5A&safe=active&ssui=on - artwork

https://en.wikipedia.org/wiki/Andy_Warhol Wikipedia

<https://www.tate.org.uk/art/artists/andy-warhol-2121> - Tate Gallery

<https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol> - Tate Kids

<https://www.warhol.org/andy-warhols-life/> Andy Warhol Museum

https://www.bbc.co.uk/history/historic_figures/warhol_andy.shtml BBC History

Frank Lloyd Wright – useful websites

<https://franklloydwright.org/> Frank Lloyd Wright Foundation

https://www.google.com/search?q=frank+lloyd+wright+architecture&rlz=1C1GGRV_enGB751GB751&tbm=isch&source=iu&ictx=1&fir=gX4t-qkkZelhSM%253A%252CH7Y71ot0xgJoFM%252C%252Fm%252F02wlk&vet=1&usg=AI4_-

[kRQ3LmGrGZ0H72RRofRp3RDY5rxcg&sa=X&ved=2ahUKEwjN9M27mJniAhV95OAKHUqQALIQ_B0wFnoECBAQCQ&safe=active&ssui=on#imgrc=gX4t-qkkZelhSM](https://www.google.com/search?q=Frank+Lloyd+Wright+architecture&rlz=1C1GGRV_enGB763GB763&tbm=isch&source=iu&ictx=1&fir=RX-fM1co19xbuM%253A%252C4w3w6lDPHSpfAM%252C%252Fm%252F0169n_&vet=1&usg=AI4_kRzu0Gt88I77ealJayTAIcxas1R9g&sa=X&ved=2ahUKEwjN9M27mJniAhV95OAKHUqQALIQ_B0wFnoECBAQCQ&safe=active&ssui=on#imgrc=gX4t-qkkZelhSM): - images of architecture

https://en.wikipedia.org/wiki/Frank_Lloyd_Wright Wikipedia

<https://www.curbed.com/maps/frank-lloyd-wright-best-buildings-map> - 45 best buildings

<https://freshome.com/2012/09/03/10-great-architectural-lessons-from-frank-lloyd-wright/> architectural lessons from Frank Lloyd Wright

https://kids.kiddle.co/Frank_Lloyd_Wright - kid friendly site

<https://www.slideshare.net/alanajatwareya/frank-lloyd-wright-17386363> - slide share - background for teachers

https://wiki.kidzsearch.com/wiki/Frank_Lloyd_Wright Wikikids

Year 6

Islamic art

http://www.bbc.co.uk/religion/religions/islam/art/art_1.shtml - history

https://www.google.com/search?q=islamic+art&rlz=1C1GGRV_enGB763GB763&tbm=isch&source=iu&ictx=1&fir=RX-fM1co19xbuM%253A%252C4w3w6lDPHSpfAM%252C%252Fm%252F0169n_&vet=1&usg=AI4_kRzu0Gt88I77ealJayTAIcxas1R9g&sa=X&ved=2ahUKEwiEg4WDjo_iAhXtShUIHQ4_A-gQ_B0wF3oECAoQBg&safe=active&ssui=on#imgrc=RX-fM1co19xbuM: Islamic art images