

# St Mary & St Margaret's CE Primary Curriculum Document: Art & Design

**Purpose of Art and Design:** To develop human creativity. The pupils are to be engaged, inspired and challenged. Give them knowledge and skills to experiment, invent and create.

**Progress to:** Thinking critically. Gain an understanding of art and design. Reflect on how it shapes our history and contributes to culture, creativity and wealth of the nation.

## National Curriculum:

### Aims of Art and Design:

- Produce creative work
- Explore their own ideas
- Record their experiences
- Become proficient at drawing, painting, sculpting
- Become proficient at general art, craft and design techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft makers and designers
- Understand historical and cultural developments of art forms

### Key Stage One: *Pupils should be taught:*

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### Key Stage Two: *Pupils should be taught:*

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Progression Planning and some Art Projects adapted from Access Art (<https://www.accessart.org.uk>)

## Elements and structure of an Art Lesson

<b><i>Colour Theory</i></b>	<b><i>Observational Drawing</i></b>	<b><i>Research</i></b>	<b><i>Experimenting with Different Media</i></b>	<b><i>Final Product</i></b>	<b><i>Evaluation</i></b>
<ul style="list-style-type: none"> <li>Hue – a colour or shade.</li> <li>Primary Colour – Red, blue and yellow. All colours can be created by mixing primary colours.</li> <li>Secondary Colour – A colour resulting from the mixing of two primary colours.</li> <li>Tertiary Colour – The resulting colour formed when an equal amount of a primary and a secondary colour are mixed.</li> <li>Complementary Colours – Colours that sit opposite each other on the colour wheel. For example, purple and yellow. Complementary colours will contrast greatly.</li> </ul>	<ul style="list-style-type: none"> <li>Mark making describes the different lines, dots, marks, patterns and textures created in a drawing</li> <li>Experiment by exploring different materials and by creating marks in different media. A variety of found objects can be used</li> <li>Pressing hard or softly</li> <li>Anything can be drawn from observation, including objects and still life arrangements, figure and portrait studies, landscapes and other realistic views.</li> <li>Looking continually from what you are drawing to the piece of paper and back again you will be able to draw far more accurate</li> <li>Composition is how a drawing is arranged. Consider where to position shapes and lines on the page. Think about the focal point and use contrast, positioning and size to draw attention to it.</li> </ul>	<ul style="list-style-type: none"> <li>Artist studies recorded in sketchbooks</li> <li>Facts and information about the artist</li> <li>Key works</li> <li>Key techniques</li> <li>Self-created 'knowledge organisers'</li> </ul>	<ul style="list-style-type: none"> <li>Process not product</li> <li>Range of paints pencils and other sources</li> <li>Apply core technical skills e.g. Half pictures, grid lines to help with proportion</li> </ul>	<ul style="list-style-type: none"> <li>Photograph and record everything to be placed into the sketch book</li> <li>Share on Class Dojo or Twitter</li> <li>Display in public spaces with contextual information</li> </ul>	<ul style="list-style-type: none"> <li>Formal questions and questionnaires</li> <li>Explain techniques</li> <li>Compare to original artwork/artist</li> </ul>
		<ul style="list-style-type: none"> <li>Artist knowledge organisers to help children to recall key information</li> <li>Colour Theory and Observational Drawing knowledge organisers laminated for children to refer to during lesson</li> </ul>			

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year 1				
Materials: pattern	Drawing – line, shape	Painting – colour, space	Sculpting – texture and form	Artists – Making links to their own work
<b>Objective:</b> Use a range of materials creatively to design and make products. Use a wide range of patterns.	<b>Objective:</b> Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.	<b>Objective:</b> Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect.	<b>Objective:</b> Develop and use a texture for effect. Incorporate known experiences or imagination.	<b>Objective:</b> Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community.
<ul style="list-style-type: none"> <li>Explore simple printmaking. For example, using plasticine, found materials or quick print foam</li> <li>Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</li> <li>Explore mark making to start to build mark-making vocabulary</li> <li>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</li> <li>Become familiar with two or more drawing exercises repeated over time to build skill.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours</li> <li>Benefit from experiences learnt through drawing and apply these skills to painting and collage:</li> <li>Enjoy discovering the interplay between materials for example wax and watercolour</li> </ul>	<ul style="list-style-type: none"> <li>Explore, discover and invent ways for 2D to transform into 3D sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with</li> <li>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do</li> <li>Use basic tools to help deconstruct (scissors) and then construct (glue sticks)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe some simple characteristics of different kinds of art, craft and design an artist uses</li> <li>Discover that art is subjective (we all have our own legitimate understanding)</li> <li>Begin to feel confident to express a preference about an artist</li> <li>Understand ideas can come through hands-on exploration</li> <li>Begin to build knowledge of what different materials and techniques can offer</li> </ul>
<b>Art Project: Making Sculptural Birds</b> <a href="https://www.accessart.org.uk/making-birds-new-for-summer-2012/">https://www.accessart.org.uk/making-birds-new-for-summer-2012/</a>	<b>Art Project: Drawing Spiral Snails</b> <a href="https://www.accessart.org.uk/spiral-snails-drawing-spirals/">https://www.accessart.org.uk/spiral-snails-drawing-spirals/</a>		<b>Art Project: Making Sculptural Birds</b> <a href="https://www.accessart.org.uk/making-birds-new-for-summer-2012/">https://www.accessart.org.uk/making-birds-new-for-summer-2012/</a>	<b>LS Lowry</b> –British male landscape artist  <b>Art project- Where I live</b> Drawing the locality you live in
<b>Cross curricular links:</b>	<b>Geography:</b> Local Area		<b>Science:</b> Animals /Habitats	

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Year 2					
Sketchbooks	Materials: pattern	Drawing – line, shape	Painting – colour, space	Sculpting – texture and form	Artists – Making links to their own work
<i>Use sketchbook as an initial way of recording responses to various stimuli. The children are encouraged to think of it as the place to practice, develop and focus their work. The sketchbook will act as a reference source of what each child has drawn and will be a resource for future work.</i>	<b>Objective:</b> Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose.	<b>Objective:</b> Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.	<b>Objective:</b> Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.	<b>Objective:</b> Refine skills in sculpture and develop and share ideas. They must combine their experiences and their imagination. Develop and use a texture for effect. Create visual texture using different marks.	<ul style="list-style-type: none"><li><b>Objective:</b> Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.</li></ul>
<ul style="list-style-type: none"><li>Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper. taking ownership of sketchbooks</li><li>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones. drawing exercises</li></ul>	<ul style="list-style-type: none"><li>Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing and colour mixing skills</li></ul>	<ul style="list-style-type: none"><li>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</li><li>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary &amp; secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings</li><li>Use drawings as basis for collage minibeast project</li></ul>	<ul style="list-style-type: none"><li>Continue to mix colours Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing colour and paint!</li><li>Explore painting on different surfaces, such as fabric and different scales dressing up as fossils</li><li>Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel colour mixing in drawing project</li></ul>	<ul style="list-style-type: none"><li>Explore how 2D can become 3D though “design through making”.</li><li>Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes.</li><li>Use digital media (film and still photos) to create records of models made, including walkthrough videos of the inside of the architectural spaces</li></ul>	<ul style="list-style-type: none"><li>Recognise and describe some simple characteristics of different kinds of art, craft and design an artist uses</li><li>Discover that art is subjective (we all have our own legitimate understanding)</li><li>Begin to feel confident to express a preference about an artist</li><li>Understand ideas can come through hands-on exploration</li><li>Begin to build knowledge of what different materials and techniques can offer</li></ul>
All Art Projects	Art Project: Piet Mondrian man made colours and pattern create Mondrian artwork in other media Composition with Red, Yellow and Blue, 1942	Art Project: Colour wheel/mini beast artwork <a href="https://www.accessart.org.uk/the-minibeast-project/">https://www.accessart.org.uk/the-minibeast-project/</a>		Art Project: Houses from around the world <a href="https://www.accessart.org.uk/houses-from-around-the-world-international-day-at-monkfield-primary-school/">https://www.accessart.org.uk/houses-from-around-the-world-international-day-at-monkfield-primary-school/</a>	Piet Mondrian – Dutch, male abstract painter
Cross curricular links:	Geography: Zambia			Science: Animals /Habitats	

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Year 3			
Drawing – pencil, charcoal	Painting colour, space	Materials/Sculpture – observations, technique and control – experimenting, form	Artists – Artists, architects and designers in history
<b>Objective:</b> Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.	<b>Objective:</b> Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic.	<b>Objective:</b> Plan, create and evaluate a sculpture using	<b>Objective:</b> Inspired by sculptures by Henry Moore, Barbara Hepworth and Jacob Epstein and looking at 'inside' and 'outside' shapes, students created their own constructions
<ul style="list-style-type: none"> <li>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching</li> <li>Using observational drawing as a starting point, fed by imagination, design typography</li> <li>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Make larger scale drawing from observation and imagination,</li> <li>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome</li> <li>Explore painting on new surfaces using colour as decoration</li> </ul>	<ul style="list-style-type: none"> <li>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills,</li> </ul>	<ul style="list-style-type: none"> <li>Develop questions to ask when looking at artworks and /or stimulus:</li> <li>Describe the artwork.</li> <li>What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork?</li> <li>How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork?</li> <li>Who or what else might you look at to help feed your creativity?</li> <li><b>Contact and share artwork with artist</b></li> </ul>
<b>Art Project: Stone Age Art</b> <a href="https://www.accessart.org.uk/visual-arts-planning-stone-age/">https://www.accessart.org.uk/visual-arts-planning-stone-age/</a>	<b>Art Project: Rainforest mural</b> <a href="https://www.accessart.org.uk/animal-habitats-an-ecological-mural-of-planet-earth/">https://www.accessart.org.uk/animal-habitats-an-ecological-mural-of-planet-earth/</a>	<b>Art Project: Rainforest fruit clay tiles</b> <a href="https://www.accessart.org.uk/fruit-inspired-clay-tiles/">https://www.accessart.org.uk/fruit-inspired-clay-tiles/</a>	<b>Anne-Louise Quinton-</b> contemporary female British artist  <b>Art Project: Making a Pocket Gallery</b> <a href="https://www.accessart.org.uk/making-a-pocket-gallery/">https://www.accessart.org.uk/making-a-pocket-gallery/</a>
<b>Cross curricular links:</b>	History: Prehistory: Stone Age to Iron Age	Geography: Rio and South-East Brazil	Geography: Rainforests

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Year 4				
Sculpture/Materials: Texture, pattern, experimenting	Drawing – pencil, charcoal	Painting 1: watercolours -observations, techniques and control	Painting 2 – watercolour, experiment	Artists – Artists, architects and designers in history
<b>Objective:</b> Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.	<b>Objective:</b> Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use artistic language.	<b>Objective:</b> Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to create a sketch book of what you have discovered. Evaluate beginning to use artistic language.	<b>Objective:</b> Plan, create and evaluate a painting using watercolours. Incorporate what you have found in Painting 1 into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.	<b>Objective:</b> Continuously refer back to artists, architects and designers in history for inspiration or comparison.
<ul style="list-style-type: none"> <li>Combine artforms such as collage, painting and printmaking in mixed media projects</li> </ul>	<ul style="list-style-type: none"> <li>Apply skills to a variety of media, exploring outcomes in an open-ended manner.</li> <li>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</li> <li>Layering of media, mixing of drawing media, e.g. Wax resist with coloured inks</li> </ul>	<ul style="list-style-type: none"> <li>Use watercolour, and create emotive watercolour paintings.</li> <li>children learn out watercolour techniques.</li> <li>Demonstrate more confident mark-making and brush control; they may want to use a wider variety of colours and/or tools to create their paintings.</li> <li>Experiment with their creations e.g. use fingers or a feather instead of a paintbrush, or use an alternative material. Emphasis on process rather than the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point).</li> </ul>	<ul style="list-style-type: none"> <li>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> </ul>
<p><b>Alaa Awad</b></p> <p><b>Art Project: Egyptian Wall painting</b>  <a href="https://www.accessart.org.uk/sculpture-project-inspired-egyptian-wallpainting/">https://www.accessart.org.uk/sculpture-project-inspired-egyptian-wallpainting/</a></p>		<p><b>Art Project: Explore water colours</b>  <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-one/">https://www.accessart.org.uk/exploring-through-watercolour-part-one/</a></p>	<p><b>Art Project: Georgia O'Keefe's flowers</b>  <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-two/">https://www.accessart.org.uk/exploring-through-watercolour-part-two/</a>  <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-three/">https://www.accessart.org.uk/exploring-through-watercolour-part-three/</a></p> <p><b>(Adapt subject matter to focus on Georgia O'Keefe)</b></p>	<p><b>Alaa Awad</b> – contemporary male Egyptian artist</p> <p><b>Georgia O'Keefe</b> – North American female painter</p>
<b>Cross Curricular links:</b>	History: The Achievements of the Earliest Civilisations including depth study of Ancient Egypt		Geography: North America	

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Year 5			
Architecture & Making	Drawing: charcoal - line, texture	Design & Making – Project	Artists – Artists, architects and designers in history
<b>Objective:</b> Explore architecture of another time and / or culture, and make individual work in response to what is seen.	<b>Objective:</b> Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.	<b>Objective:</b> Plan and create a sculpture. Evaluate using artistic language.	<b>Objective:</b> Continuously refer back to artists, architects and designers in history for inspiration or comparison.
<ul style="list-style-type: none"> <li>• Enable evolution of ideas through a combination of design through making and drawn inspiration.</li> <li>• Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with the key drawing exercises Drawing exercises</li> <li>• Explore the relationship of line, form and colour.</li> <li>• Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. e.g. Inspired by Miro and Building a communal drawing</li> <li>• Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey e.g. Developing sketchbook work</li> <li>• Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint</li> <li>• Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original</li> <li>• Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions to ask when looking at artworks and /or stimulus:</li> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork?</li> <li>• How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul>
<b>Art Project: Anglo Saxon houses</b> <a href="https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/">https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/</a>	<b>Art Project: Anglo Saxon houses</b> <b>Art Project: What do Greeks eat?</b>	<b>Art Project: What do Greeks eat?</b> <a href="https://www.accessart.org.uk/making-a-festival-feast-festival-of-making/">https://www.accessart.org.uk/making-a-festival-feast-festival-of-making/</a> (adapted)	<b>Frida Kahlo - Mexican female artist</b> <b>Art Project: Self portraits</b>
<b>Cross Curricular links:</b>		History: Viking & Anglo-Saxon struggle for the Kingdom of England (to time of Edward the Confessor)	History: Ancient Greece

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Year 6			
Painting - acrylic	Drawing – charcoal, pencil	Sculpture- experimenting, form,	Artists – Artists, architects and designers in history
<b>Objective:</b> Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.	<b>Objective:</b> Use a variety of techniques to create form and texture i.e. shading and perspective.	<b>Objective:</b> As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.	<b>Objective:</b> Continuously refer back to artists, architects and designers in history for inspiration or comparison.
<ul style="list-style-type: none"> <li>Explore set design using mixed media and linking literature, drama, music and design, e.g. Set design with primary children</li> <li>Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer</li> </ul>	<ul style="list-style-type: none"> <li>Continue with the key drawing exercises</li> <li>Revisit still life. Develop drawing skills using observational drawing</li> <li>Explore sequential drawing, possibly linking into develop into set design</li> </ul>	<ul style="list-style-type: none"> <li>Explore set design using mixed media and linking literature, drama, music and design</li> </ul>	<ul style="list-style-type: none"> <li>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> </ul>
<b>Art Project: Exploring Set Design</b> <a href="https://www.accessart.org.uk/introducing-set-designing-exercises-to-respond-to-text-model-making-2/">https://www.accessart.org.uk/introducing-set-designing-exercises-to-respond-to-text-model-making-2/</a>	<b>Art Project: Graphic Inky Still Life /Drawing exercises</b> <a href="https://www.accessart.org.uk/graphic-inky-still-life/">https://www.accessart.org.uk/graphic-inky-still-life/</a>	<b>Art Project: Exploring Set Design</b> <b>Art Project: Henry Moore</b> <a href="https://www.accessart.org.uk/pathway-henry-moore-world-war-2/">https://www.accessart.org.uk/pathway-henry-moore-world-war-2/</a> (adapted to link to ‘Spitfire Island’)	<b>Sir Henry Moore-</b> male British sculptor
<b>Cross Curricular links:</b>	History: Castle Bromwich at War Evacuation & Planes (Local History Study)		Flexible topic linked to end of year production



### Whole School Art Curriculum Overview 2020-2021

	Autumn	Spring	Summer
Y1	Art Project: Making Sculptural Birds	Art Project: Drawing Spiral Snails	Art project- Where I live: LS Lowry
Y2	Art Project: Colour wheel/mini beast artwork	Art Project: Piet Mondrian	Art Project: Houses from around the world
Y3	Art Project: Stone Age Art	Art Project: Rainforest mural Art Project: Rainforest fruit clay tiles	Art Project: Making a Pocket Gallery: Anne-Louise Quinton
Y4	Art Project: Egyptian Wall painting: Alaa Awad	Art Project: Explore water colours	Art Project: Georgia O'Keefe's flowers: Georgia O'Keefe
Y5	Art Project: Anglo Saxon houses	Art Project: What do Greeks eat?	Art Project: Self-portraits: Frida Kahlo
Y6	Art Project: Henry Moore /Spitfire Island	Art Project: Graphic Inky Still Life /Drawing exercises	Art Project: Exploring Set Design