



## Year 3 Art Medium Term Overview

Topic	Autumn 1 Perfect Pets	Autumn 2 Home and Away	Spring 2 A Step Back In Time	Summer 2 Raiders and Invaders
<b>Unit and Outcome</b>	<b>Local Artist:</b> Simon Chadwick <b>Art History:</b> Beatrix Potter - illustrated stories about Peter Rabbit - compare to modern illustrator Yural Zommer (One Hundred Sausages). <b>Media:</b> Pencil/Pen <b>Technique:</b> Circulism and short dashes <b>Outcome:</b> Drawing animals and creating texture to show fur <b>Topic Link:</b> Draw pets - create a front cover for their story	<b>Art History:</b> Turner <b>Media:</b> Wax, paint and collage <b>Technique:</b> Watercolour wash <b>Outcome:</b> To create 2D images of seascapes and lighthouses. <b>Topic Link:</b> Lighthouse seascape	<b>Art History:</b> Lascaux Cave Paintings, France <b>Media:</b> Chalk and charcoal <b>Technique:</b> Smudging and line drawings <b>Outcome:</b> Cave drawings <b>Topic Link:</b> Stone Age cave paintings	<b>*Hook Day - Roman mosaics</b> <b>Art History:</b> Grayson Perry <b>Media:</b> Clay <b>Technique:</b> Sculpture <b>Outcome:</b> Designing and creating a clay pot

### Key words to inspire Creative Starter: colour, pattern, texture, line, shape, form and space




<b>Topic Specific Vocabulary</b>	circulism	seascape	line drawing	sculpture
<b>Subject Vocabulary</b>	shading	watercolour wash	outline	engraving
<b>General Vocabulary</b>	tone	water resistant	symbol	blending

<b>Prior Learning</b>	<b>In Year 1 &amp; 2 pupils were taught:</b> 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.			
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<b>Later Learning</b>				
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<b>Year 3 National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>Learn about great artists, architects and designers in history.</li> </ul>			
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<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Pattern and textures can be altered by adding dots and lines (circulism and dashes)</li> <li>Lines of pencil drawings can be different sizes and thickness using different pencils</li> </ul> <b>Beatrix Potter</b> <ul style="list-style-type: none"> <li>Illustrator of her own stories with pencil drawings.</li> <li>Best known for her children's books featuring animals.</li> </ul>	<ul style="list-style-type: none"> <li>Mixing primary colour paints together makes different secondary colours.</li> <li>Primary colours are red, yellow and blue. Secondary colours are orange, green, purple.</li> <li>The amount of water in the paint changes the tone of the colour.</li> </ul> <b>Turner</b> <ul style="list-style-type: none"> <li>Turner was a watercolour artist known for sea seascapes.</li> <li>He drew and painted at different times of the day and in all weathers. He painted sunrises, sunsets, mist, rain and snow - he is sometimes called 'the painter of light'.</li> </ul>	<ul style="list-style-type: none"> <li>Caves were full of many paintings depicting animals, hunters or hand stencils.</li> <li>Cave artists painted using their fingers, twigs and reed pipes.</li> <li>Most are 10,000 to 20,000 years old.</li> <li>Pencil and charcoal can be used to create lines and different tones.</li> </ul>	<ul style="list-style-type: none"> <li><b>Coarse ware</b> (means rough) - thick and made roughly. It was used for everyday purposes, such as cooking, carrying water and eating (for poorer people).</li> <li><b>Fine ware</b> - more decorative than coarse ware and used for dining on special occasions. Thinner and more delicate with beautiful decorations and a shiny glaze.</li> <li>Roman pottery had decoration cut into it (unlike ancient Greek pottery which had images painted onto it).</li> <li>Vases were decorated on the outside with scenes from Roman life and work.</li> </ul> <b>Grayson Perry</b>
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				<ul style="list-style-type: none"> <li>• English contemporary artist, known for his ceramic vases</li> <li>• Best known for his elaborate outfits and for his tapestries and ceramics that deal with themes of class, gender stereotypes and religion in contemporary life.</li> </ul>  <p>wave ba</p>
<p><b>Year 3 Skills</b></p>	<ul style="list-style-type: none"> <li>• Use different media to achieve variations in line, texture, tone, shape, pattern and colour.</li> <li>• Begin to use a sketchbook to research, collect and record.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Begin to replicate an artist's style of work.</li> <li>• Begin to reflect on their sketches and how to improve them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore mixing primary colours together to make different secondary colours with paint.</li> <li>• Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")</li> <li>• Begin to work confidently on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different media to achieve variations in line, texture, tone, shape, pattern and colour.</li> <li>• Begin to use a sketchbook to research, collect and record.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Begin to replicate an artist's style of work.</li> <li>• Begin to reflect on their sketches and how to improve them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay to create different shapes.</li> <li>• Begin to discuss their outcomes and how improvements can be made.</li> <li>• Begin to experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Discuss their own work and work of other sculptors.</li> <li>• Plan and design in a sketchbook; make models</li> <li>• Begin to make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures.</li> </ul>



### Year 4 Art Medium Term Overview

Year 4 Art Medium Term Overview				
Topic	Autumn 1 Into the Woods	Autumn 2 Villagers and Pillages	Spring 1 The Nowhere Emporium	Summer 2 SOS Save our Species
<b>Unit and Outcome</b>	<p><b>Local Artist:</b> Simon Chadwick  <b>Art History:</b> Lowry  <b>Media:</b> Pencil and pastel  <b>Technique:</b> Perspective and vanishing point  <b>Outcome:</b> Design a story front cover with wolf in forest using simple perspective  <b>Topic Link:</b> Illustration for story front cover</p> <p><b>TRIP</b>  <b>Art History:</b> Andy Goldsworthy  <b>Media:</b> Nature  <b>Technique:</b> Sculpture - Land art using natural resources  <b>Outcome:</b> Land sculpture on trip to New Forest  <b>Topic Link:</b> New Forest  <b>Vocab word:</b> Land art</p>	<p><b>Art History:</b> Henri Matisse (Fauvism)  <b>Media:</b> Paint  <b>Technique:</b> Dabbing and stippling  <b>Outcome:</b> Viking seascape in style of Fauvism  <b>Topic Link:</b> Viking seascape</p>	<p><b>Art History:</b> Salvador Dali and Vladimir Kush (Surrealism)  <b>Media:</b> Collage  <b>Technique:</b> Tearing and twisting  <b>Outcome:</b> Create your own imaginary 'Wonder'</p>	<p><b>Art History:</b> Maria van Oosterwijck compared to Van Gogh  <b>Media:</b> Pencil and Paint  <b>Technique:</b> Observation of still life  <b>Outcome:</b> Observational drawing of flowers, still life.  <b>Topic Link:</b> Nature</p>
<b>Key words to inspire Creative Starter: colour, pattern, texture, line, shape, form and space</b>				
<b>Topic Specific Vocabulary</b>	vanishing point	Impressionism	Surrealism	still life
<b>Subject Vocabulary</b>	medium	complimentary colours	collage	inanimate
<b>General Vocabulary</b>	perspective	vibrant	interpretation	composition
<b>Prior Learning</b>				
<b>Later Learning</b>				
<b>Year 4 National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>Learn about great artists, architects and designers in history.</li> </ul>			

<p><b>Essential Knowledge</b></p>	<p><b>Illustrations/Perspective</b></p> <ul style="list-style-type: none"> <li>• Perspective makes 2D drawings appear 3D.</li> <li>• The viewpoint is where the eye is drawn in the picture.</li> <li>• Perspective lines join at the vanishing point.</li> <li>• The horizon is a horizontal straight line.</li> <li>• Objects closer appear bigger and objects further away appear smaller</li> </ul> <p><b>Land Sculpture</b></p> <ul style="list-style-type: none"> <li>• Land art is made directly in the landscape, sculpting the land itself into earthworks or making structures in the landscape using natural materials such as rocks or twigs.</li> <li>• It is usually documented using photographs and maps which the artist can exhibit in a gallery.</li> <li>• Land art reminds us of our connection to nature.</li> </ul> <p><b>Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>• British contemporary land art sculptor.</li> <li>• He often has a hole in the centre of his work.</li> <li>• Makes us think about the world around us and how nature is art.</li> </ul> 	<ul style="list-style-type: none"> <li>• Complimentary colours are on opposite sides of the colour wheel. Together, these colours will appear brighter and more prominent.</li> <li>• Using complimentary colours creates contrasts.</li> <li>• Henri Matisse is a Fauvist artist.</li> <li>• Fauvism uses strong, bright colours.</li> </ul> <p><b>Henri Matisse</b></p> <p>Henri Matisse, 'Open Window'</p>  <p>Andre Derain's "Boats at Collioure's Harbour" 1905</p> 	<ul style="list-style-type: none"> <li>• Collage is a technique of creating artwork by attaching different materials, such as paper and fabric, to a canvas or paper.</li> <li>• Often, it is combined with painting and other media.</li> <li>• Some collages can be abstract and express a mood while others can carry an important message.</li> </ul> <p><b>Salvador Dali</b></p> <ul style="list-style-type: none"> <li>• A Spanish surrealist artist.</li> <li>• He was inspired by dreams and thoughts that would be bizarre or impossible in real life.</li> </ul> 	<ul style="list-style-type: none"> <li>• Still life art is drawing or painting objects that are arranged in a certain way.</li> <li>• Pencil pressure alters the darkness of a line.</li> <li>• Tone gives depth, light, shade and atmosphere to drawings.</li> </ul> <p><b>Van Gogh</b></p> <ul style="list-style-type: none"> <li>• Dutch artist.</li> <li>• Van Gogh's Sunflowers used less perspective but more colour and tone.</li> </ul>  <p><b>Maria van Oosterwijk</b></p> <ul style="list-style-type: none"> <li>• Dutch painter.</li> <li>• Famous for painting still life pictures of flowers.</li> </ul> 
<p><b>Year 4 Skills</b></p>	<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• To begin to be <b>aware of 3D dimensions</b> e.g. focal point, shading and use of lines</li> <li>• To <b>collect</b> and <b>record</b> visual information from different sources in sketch books.</li> <li>• To <b>express an opinion</b> of famous artists and their techniques.</li> </ul> <p><b>Land Sculpture</b></p> <ul style="list-style-type: none"> <li>• To plan, design and make models from observation or imagination.</li> <li>• To shape, form, model and construct using both malleable and rigid materials.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to be able to identify and use primary, secondary, complementary and contrasting colours.</li> <li>• To use colour to reflect mood.</li> <li>• To mix and use tints and shades and observe changes in colour.</li> <li>• Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")</li> <li>• Begin to develop skills of using different scales and become confident in doing so.</li> </ul>	<ul style="list-style-type: none"> <li>• Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> <li>• Begin to Evaluate the use of colours chosen for paintings/collage and the effect this had on the overall piece.</li> <li>• Begin to discuss and evaluate your own work and that of other creators.</li> <li>• Plan and design in a sketchbook; make models</li> <li>• Begin to make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>• To use colour to reflect mood.</li> <li>• To mix and use tints and shades and observe changes in colour.</li> <li>• Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")</li> <li>• Develop a sketchbook that contains a collection of drawing techniques.</li> <li>• Apply tone in a drawing in a simple way.</li> <li>• Develop skills of observation of an artist to add further detail to their work.</li> </ul>

	<ul style="list-style-type: none"><li>• To plan and develop ideas, using different joining techniques and methods of construction.</li></ul>			<ul style="list-style-type: none"><li>• Begin to experiment with perspective and observational drawing.</li></ul>
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## Year 5 Art Medium Term Overview

Topic	Autumn 1 A Land Faraway	Autumn 2 Into the Darkness	Summer 1 A Twist in the Tail	Summer 2 Crumbling Coasts
<b>Unit and Outcome</b>	<b>Art History:</b> Mark Rothko <b>Media:</b> Watercolour and collage <b>Technique:</b> Tint, shade and tone, silhouette <b>Outcome:</b> Indonesian sunset behind Mount Merapi <b>Topic Link:</b> Indonesia	<b>Art History:</b> Joel Garcia <b>Media:</b> Paper mache sculpture <b>Technique:</b> Papier mache <b>Outcome:</b> Create a 3D planet to link to music composition <b>Topic Link:</b> Planets	<b>Art History:</b> Mark Powell <b>Media:</b> Biro <b>Technique:</b> Contrast through shading <b>Outcome:</b> Create a portrait focusing on proportions of a lion's face on a map of the African Savannah <b>Topic Link:</b> Lion	<b>Art History:</b> Seurat and Emily Kame Kngwarreye <b>Media:</b> Paint <b>Technique:</b> Pointillism <b>Outcome:</b> Paint a picture of a coastline <b>Topic Link:</b> Coasts

**Key words to inspire Creative Starter: colour, pattern, texture, line, shape, form and space**

<b>Topic Specific Vocabulary</b>	blend	sculpture	Proportion	Pointillism
<b>Subject Vocabulary</b>	silhouette	manipulate	Portrait	Scenery
<b>General Vocabulary</b>	palette	moulded	Measurement	Narrative
<b>Prior Learning</b>				
<b>Later Learning</b>				
<b>Year 5 National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, focusing on painting.</li> <li>To work from a variety of sources, including observation photographs and digital images.</li> <li>Learn about great artists in history.</li> </ul>			

<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>- There are different types of colours - primary, secondary and tertiary colours.</li> <li>- White and black are not colours but create tints and shades of colours.</li> <li>- A tint is adding white to the original colour.</li> <li>- A shade is the mixture of a colour with black.</li> </ul> <p><b>Mark Rothko</b></p> <ul style="list-style-type: none"> <li>• An abstract artist known for colour field painting (painting of fields of colour).</li> </ul> 	<p><b>Joel Garcia</b></p> <ul style="list-style-type: none"> <li>- Mexican paper-mache artist</li> </ul> 	<ul style="list-style-type: none"> <li>- That shading adds depth and detail</li> <li>- To know the main rules of portrait drawing (the eyes are halfway between the top of the head and the chin. The bottom of the nose is halfway between the eyes and the chin. The mouth is one third of the distance between the nose and the chin. The distance between the eyes is equal to the width of one eye.)</li> </ul> <p><b>Mark Powell</b></p> <ul style="list-style-type: none"> <li>• A contemporary, British portrait artist.</li> </ul> 	<ul style="list-style-type: none"> <li>- If you paint dots closer together or further apart they create tone</li> <li>- Adding tints of colour creates depth</li> <li>- pointillism is small dots of paint that are a mix of colours</li> </ul> <p><b>Georges Seurat</b></p> <ul style="list-style-type: none"> <li>- Seurat was a post-impressionist artist</li> </ul>  <p><b>Emily Kame Ngwarrey</b></p> <ul style="list-style-type: none"> <li>- She was a member of an aboriginal tribe in Australia</li> </ul> 
<p><b>Year 5 Skills</b></p>	<ul style="list-style-type: none"> <li>• Use colour for mood and select colour for specific reasons.</li> <li>• Understand the language of hue, tint, tone, shades.</li> <li>• Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")</li> <li>• Discuss and evaluate own work and that of other sculptors.</li> <li>• To use a range of media to create collages.</li> <li>• Plan, design, make and adapt models; evaluate other sculptures</li> </ul>	<ul style="list-style-type: none"> <li>• Use colour for mood and select colour for specific reasons.</li> <li>• Shape, form, model and construct from observation or imagination.</li> <li>• Discuss and evaluate own work and that of other sculptors.</li> <li>• To use a range of media to create collages.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to replicate an artist's style through revisiting sketch practices.</li> <li>• Experiment with sketching to create perspective. e.g horizon.</li> <li>• Be able to discuss their art work and know how to improve their sketches.</li> <li>• Show a development of sketches and revisiting within their sketchbook to improve ideas.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use primary secondary, complementary and contrasting colours.</li> <li>• Develop a painting from a drawing.</li> <li>• Use colour for mood and select colour for specific reasons.</li> <li>• Understand the language of hue, tint, tone, shades.</li> <li>• Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")</li> <li>• Begin to develop skills of using different scales and become confident in doing so.</li> </ul>



## Year 6 Art Medium Term Overview




Topic	Autumn 1 Meet the Greeks	Spring 1 Dragonology	Summer 2 Location, Location, Location
<b>Unit and Outcome</b>	<p><b>Art History:</b> Phidias - sculpture and architect  <b>Media:</b> Clay  <b>Technique:</b> Sculpture (Combining stippling and hatching techniques in alternative media)  <b>Outcome:</b> Designing and creating a clay bust of the hero from their myth</p>	<p><b>Art History:</b> Rene Magritte (Surrealism)  <b>Media:</b> Pencil and paint  <b>Technique:</b> Pencil - cross hatching, circulumism, stippling, feathering  <b>Outcome:</b> Dragon eye pencil drawing with painted scene in the centre to reflect mood and habitat (forest/beach/jungle)</p>	<p><b>Art History:</b> Gaudi - architect  <b>Media:</b> Paper tiles  <b>Technique:</b> Mosaic tiling/sculpture  <b>Outcome:</b> Junk model castle in groups, decorated with mosaic tiling</p>

### Key words to inspire Creative Starter: colour, pattern, texture, line, shape, form and space

<b>Topic Specific Vocabulary</b>	myth	Surrealism	geometric
<b>Subject Vocabulary</b>	modelling	feathering	modernism
<b>General Vocabulary</b>	sculpture	mood	architecture
<b>Prior Learning</b>			
<b>Later Learning</b>			

<b>Year 6 National Curriculum Objectives</b>	<p>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 and sculpture with a range of materials - clay.            Learn about great artists, architects and designers in history.</p>		
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<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Ancient Greek artists created masterpieces in paintings, statues, mosaics, architecture, pottery, jewellery and masks.</li> <li>• The gods and goddesses of Ancient Greek were important to all aspects of life and the Ancient Greeks would make statues of them.</li> <li>• One of the most famous sculptures was called "Statue of Zeus at Olympia" in Athens.</li> </ul>	<ul style="list-style-type: none"> <li>• Feathering is the redirection of pencil marks to adjust the shape you are drawing and soften the edges</li> <li>• Highlighting is used to show where the direction of light is coming from.</li> <li>• Shading straight across a surface will make an item appear flat.</li> <li>• You can create visual texture by adding different lines, shapes, colours or tones.</li> </ul>	<ul style="list-style-type: none"> <li>• An architect uses perspective, 3D modelling, maths and art to create form</li> <li>• Using complimentary colours create contrasts in collages</li> <li>• An architect is a designer of buildings and space</li> </ul> <p><b>Gaudi</b></p> <ul style="list-style-type: none"> <li>• A Spanish artist who transferred his skills from artist to architecture.</li> </ul>
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	<p><b>Phidias</b></p> <ul style="list-style-type: none"> <li>- Sculptor and architect in Ancient Greece</li> <li>- Created the Parthenon</li> </ul> 	<p><b>Rene Magritte (Surrealism)</b></p> <ul style="list-style-type: none"> <li>• Surrealist artist</li> <li>• The False Mirror paintings reflects the mood of the person whose eye it is</li> </ul> 	
<p><b>Year 6 Skills</b></p>	<ul style="list-style-type: none"> <li>• Use sketchbooks to <b>collect</b> and <b>develop</b> ideas and <b>identify</b> artists who have worked in a similar way to their own work.</li> <li>• <b>Adapt</b> their work according to their views and <b>describe</b> how they might develop it further.</li> <li>• To <b>choose</b> starting points and select ideas to use in their work from thoughtful observations</li> <li>• To <b>produce</b> intricate patterns and textures in a malleable media.</li> <li>• To <b>develop</b> skills in using clay inc. slabs, coils, slips, etc .</li> <li>• To <b>shape, form, model</b> and <b>construct</b> from observation or imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the language of hue, tint, tone and shades to describe colour.</li> <li>• Use colour to convey feelings and select colour for specific Reasons.</li> <li>• Identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work.</li> <li>• Use a sketchbook to clearly develop ideas and show improvement by revisiting work.</li> <li>• Be able to use perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation or imagination.</li> <li>• Discuss and evaluate own work and that of other sculptors.</li> <li>• Plan, design, make and adapt models; evaluate other Sculptures.</li> <li>• Use recycled, natural and man-made materials to create sculptures with increasing independence.</li> </ul>

**Progression Overview of Skills within Units:**

	Drawing	Painting	Collage	Sculpture
<b>Year 3</b>	<p><b><u>Perfect Pets</u></b> Media: Pencil/Pen Technique: Circulism and short dashes</p> <p><b><u>A Step Back in Time</u></b> Media: Chalk and charcoal Technique: Smudging and line drawings</p>	<p><b><u>Home and Away</u></b> Media: Wax, paint and collage Technique: Watercolour wash</p>	<p><b><u>Home and Away</u></b> Media: Wax, paint and collage Technique: Watercolour wash</p>	<p><b><u>Raiders and Invaders</u></b> Media: Clay Technique: Sculpture</p>
<b>Year 4</b>	<p><b><u>Into the Woods</u></b> Media: Pencil and pastel Technique: Perspective and vanishing point</p> <p><b><u>SOS Save Our Species</u></b> Media: Pencil and Paint Technique: Observation of still life</p>	<p><b><u>Villagers and Pillagers</u></b> Media: Paint Technique: Dabbing and stippling</p> <p><b><u>SOS Save Our Species</u></b> Media: Pencil and Paint Technique: Observation of still life</p>	<p><b><u>The Nowhere Emporium</u></b> Media: Collage Technique: Tearing and twisting</p>	<p><b><u>Into the Woods</u></b> Media: Nature Technique: Sculpture - Land art using natural resources</p>

<b>Year 5</b>	<b><u>A Twist in the Tail</u></b> <b>Media:</b> Biro <b>Technique:</b> Contrast through shading	<b><u>Crumbling Coasts</u></b> <b>Media:</b> Paint <b>Technique:</b> Pointillism	<b><u>A Land Faraway</u></b> <b>Media:</b> Watercolour and collage <b>Technique:</b> Tint, shade and tone, silhouette	<b><u>Into The Darkness</u></b> <b>Media:</b> Paper mache sculpture <b>Technique:</b> Papier mache
<b>Year 6</b>	<b><u>Dragonology</u></b> <b>Media:</b> Pencil and paint <b>Technique:</b> Pencil - cross hatching, circulism, stippling, feathering	<b><u>Dragonology</u></b> <b>Media:</b> Pencil and paint <b>Technique:</b> Pencil - cross hatching, circulism, stippling, feathering	<b><u>Location, Location, Location</u></b> <b>Media:</b> Paper tiles <b>Technique:</b> Mosaic tiling/sculpture	<b><u>Meet the Greeks</u></b> <b>Media:</b> Clay <b>Technique:</b> Sculpture (Combining stippling and hatching techniques in alternative media)