



## Art and Design Knowledge & Skills Progression in Westfield








	Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
Purpose of Study	<p>Art, craft and design embody some of the highest form of human creativity. The curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <p>As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.</p>			
Exploring and Developing Ideas	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
Evaluating and Developing Work	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
Drawing	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and shape.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Use a variety of tools including pencils, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with visual elements.</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between the visual elements.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the visual elements of art.</p>

	Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
Painting	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and shape.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects; mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques including layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range scales e.g. large brush on large paper etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Chose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources including those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
Sculpture	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and shape.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Manipulate clay in a variety of ways e.g. rolling, kneading, and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> <p>Manipulate clay for a variety of purposes including thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier-mâché object.</p> <p>Plan, design and make models.</p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay including slabs, coils, slips etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>

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Collage/ Textiles	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and shape.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>Use a variety of techniques including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media. Stitch, knot and use other manipulative skills.</p> <p>Make a simple mosaic.</p>	<p>Use a variety of techniques including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used and match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified techniques.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p> <p>Sow an awareness of the potential choice of material.</p> <p>Use different techniques, colours, and textures etc. when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
Printing	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and shape.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Make marks in print with a variety of objects including natural and made objects.</p> <p>Carry out different printing techniques e.g. mono print, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p>	<p>Print using a variety of materials, objects, and techniques including layering.</p> <p>Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p>	<p>Explain a few techniques including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry, or random printing styles.</p> <p>Chose inks and overlay colours.</p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p>









	Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
		Print using a variety of materials, objects and techniques.		Work relatively independently.

### Suggested Artist and Visual Elements for Art and Design








Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><b>Paul Klee</b> 1879-1940, Switzerland</p>  <p><b>Key elements &amp; words:</b> Colour, Line &amp; Shape <b>Skills to teach:</b> Drawing &amp; Painting or collage, marking &amp; cutting out &amp; Evaluation <b>Resources:</b> A4 paper, primary (Red, Yellow &amp; Blue) paint &amp; Paint brushes or coloured paper, PVA glue &amp; scissors. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Wassily Kandinsky</b> 1866-1944, Russia</p>  <p><b>Key elements &amp; words:</b> Primary &amp; Secondary Colours, Pattern &amp; Shape &amp; Concentric circles <b>Skills to teach:</b> Drawing &amp; Painting, Concentric circles, Mixing primary colours for secondary colours &amp; Evaluation. <b>Resources:</b> A4 coloured card pieces 20x20cm, primary (Red, Yellow &amp; Blue) paint. Cylinder objects to draw around. Paint brushes. <b>Example of Pupils work:</b></p> 	<p><b>Georgia O'Keefe</b> 1887-1986, USA</p>  <p><b>Key elements &amp; words:</b> Primary &amp; Secondary Colours, Line, Shape &amp; Tone <b>Skills to teach:</b> Drawing, Mixing primary colours for secondary colours, Painting &amp; Evaluation <b>Resources:</b> A4 paper, Red, Yellow, Blue &amp; white paint &amp; Paint brushes or coloured tissue paper, PVA glue &amp; scissors. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Jackson Pollock</b> 1912-1956, USA</p>  <p><b>Key elements &amp; words:</b> Colour, Line &amp; Texture <b>Skills to teach:</b> Drawing &amp; Painting, Mixing primary colours for secondary colours or collage &amp; Evaluation <b>Resources:</b> A4 /A3 paper, primary (Red, Yellow &amp; Blue) paint. Bottles to hold &amp; drop paint. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>David Hockney</b> Born: 1937, UK</p>  <p><b>Key elements &amp; words:</b> Primary &amp; Secondary Colours, Form, Shape, Tone, Perspective, Foreground &amp; Background <b>Skills to teach:</b> Drawing &amp; Painting, Mixing primary colours for secondary &amp; tertiary colours &amp; Evaluation. <b>Resources:</b> A4 paper, Red, Yellow, Blue, Green, Purple, Black &amp; White paint. Paint brushes. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Roy Lichtenstein</b> 1923-1997, USA</p>  <p><b>Key elements &amp; words:</b> Primary &amp; Secondary Colours, Form, Shape, Tone, Line, Dramatic &amp; Contrasting <b>Skills to teach:</b> Drawing &amp; Painting, Mixing primary colours for secondary &amp; tertiary colours &amp; Evaluation. <b>Resources:</b> A4 paper, Red, Yellow, Blue, Black &amp; White paints, brushes &amp; black felt tip pens or use of Digital Media on Chrome books. <b>Example of Pupils work:</b> See Appendix A.</p>









Suggested Artist and Visual Elements for Art and Design

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><b>Damien Hirst</b> Born: 1965, UK</p>  <p><b>Key elements &amp; words:</b> Pattern, Shape, Colour, Texture &amp; Line. <b>Skills to teach:</b> Drawing &amp; Painting or Multi-media (collage) &amp; Evaluation <b>Resources:</b> A4 paper, Red, Yellow, Blue, Green, Black &amp; White paint. Paint brushes &amp; water pots. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>York Minster, Stained Glass Heart Window</b> Completed 1472, UK</p>  <p><b>Key elements &amp; words:</b> Line, Shape, Colour, lines of Symmetry &amp; Patterns. <b>Skills to teach:</b> Drawing, Relief Printing &amp; Evaluation <b>Resources:</b> A4 coloured card, quick print sheets, pencils &amp; biros, printing inks, newsprint paper (for tables), printer trays &amp; printing rollers. <b>Example of Pupils work:</b></p>  	<p><b>Lucienne Day</b> 1917-2010, UK</p>  <p><b>Key elements &amp; words:</b> Irregular Pattern, Shape &amp; Line. <b>Skills to teach:</b> Drawing, Painting &amp; Evaluation. <b>Resources:</b> A4 paper, pencils, tracing paper &amp; black felt tip pens. Paint brushes &amp; water pots. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>William Morris</b> 1834-1896, UK</p>  <p><b>Key elements &amp; words:</b> Pattern, Shape, Colour &amp; Line <b>Skills to teach:</b> Drawing, Printing &amp; Evaluation <b>Resources:</b> A4 coloured card, quick print plastic sheets for block, printing inks, newsprint paper (to cover tables) printer trays &amp; printing rollers. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Cath Kidston</b> Born: 1993, UK</p>  <p><b>Key elements &amp; words:</b> Repeated Pattern, Texture, Detailed &amp; Shapes. <b>Skills to teach:</b> Drawing, Coloured pencils, Evaluation &amp; possible Digital media. <b>Resources:</b> A4 paper, pencils, range of coloured pencils, tracing paper &amp; grid paper or possible use of Digital media on Chrome books. <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Yayoi Kusama</b> Born: 1929, Japan</p>  <p><b>Key elements &amp; words:</b> Pattern, Shape, Colour, Texture, Organic &amp; Line. <b>Skills to teach:</b> Drawing, Painting &amp; Evaluation or possibly 3D/ multi-media. <b>Resources:</b> A4 paper, Red, Yellow, Blue, Green, Black &amp; White paints &amp; paint brushes or modelling clay/ multi-media. <b>Example of Pupils work:</b> See Appendix A.</p>







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<p style="text-align: center;"><b>Henri Rousseau</b> 1844-1910</p>  <p><b>Key elements &amp; words:</b> Texture, Tone &amp; Shape. <b>Skills to teach:</b> Drawing, Coloured pencils, collage &amp; Evaluation. <b>Resources:</b> A4 paper, pencils, coloured pencils and coloured paper &amp; glue. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Vincent van Gogh</b> 1853-1890, Netherlands</p>  <p><b>Key elements &amp; words:</b> Texture, Tone, Space, Foreground, Background, Perspective &amp; Shape. <b>Skills to teach:</b> Drawing, Water colour painting, applying paints separately/ washes. Evaluation. <b>Resources:</b> A5 watercolour paper, Water colour paints &amp; brushes. Water pots. <b>Example of Pupils work:</b></p> 	<p style="text-align: center;"><b>Bridget Riley</b> Born: 1931, UK</p>  <p><b>Key elements &amp; words:</b> Texture, Pattern, Abstract, Shape &amp; Op Art. <b>Skills to teach:</b> Drawing, use Coloured pencils. Or possibly Digital Media. Evaluation. <b>Resources:</b> A4 paper, pencils, range of coloured pencils/ felt tip pens or possible use of Digital media on Chrome books. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Andy Warhol</b> 1928-1987, USA</p>  <p><b>Key elements &amp; words:</b> Regular repeated pattern, Vivid Colours, Shape &amp; Powerful. <b>Skills to teach:</b> Drawing, Designing, Printing &amp; Evaluation &amp; possible Digital media. <b>Resources:</b> A4 coloured card, quick print sheets, tracing paper, printing inks, newsprint paper (to cover tables) printer trays &amp; printing rollers. Or use of a scanner &amp; digital media on Chrome books. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Grayson Perry</b> Born: 1960, UK</p>  <p><b>Key elements &amp; words:</b> Texture, Bold, Powerful, Abstract, Intense &amp; Shape <b>Skills to teach:</b> Drawing &amp; Painting &amp; Evaluation or use of clay/ multi-media. <b>Resources:</b> A4 paper, variety of paints &amp; paint brushes or modelling clay, clay tools &amp; paints. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Zika Ascher</b> 1910-1992, Prague</p>  <p><b>Key elements &amp; words:</b> Random Texture, Pattern, Bold, Intense &amp; Shape. <b>Skills to teach:</b> Drawing, Pastels/ fabric painting &amp; Evaluation. <b>Resources:</b> A4 paper, pencils, pastels/ fabric &amp; fabric dyes. <b>Example of Pupils work:</b> See Appendix A.</p>

## Suggested Artist and Visual Elements for Art and Design







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<p style="text-align: center;"><b>Piet Mondrian</b> 1872-1944, Netherlands</p>  <p><b>Key elements &amp; words:</b> Shape, Line &amp;, Geometric, Powerful, Primary colours &amp; De Stijl.</p> <p><b>Skills to teach:</b> Drawing, Painting/ collage &amp; Evaluation.</p> <p><b>Resources:</b> A4 paper, pencils, primary (Red, Yellow &amp; Blue) paints, pallets, water pots or coloured paper, PVA glue &amp; scissors. Black felt tip pens. Rulers. Grid paper.</p> <p><b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Claude Monet</b> 1840-1926, France</p>  <p><b>Key elements &amp; words:</b> Line, Colour, Shape, Impressionism &amp; Natural form.</p> <p><b>Skills to teach:</b> Tree drawing, Water colour painting &amp; Evaluation.</p> <p><b>Resources:</b> A4 watercolour paper, Water colour paints &amp; brushes. Water pots. Pallets.</p> <p><b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>M.C. Escher</b> 1898-1972, Netherlands</p>  <p><b>Key elements &amp; words:</b> Line, Flowing, repeated, Shape, Contrasting, Controlled, Graphics &amp; Tone.</p> <p><b>Skills to teach:</b> Using tracing paper to repeat areas/ patterns. Drawing with pencils and/or black pens for tonal range. Evaluation</p> <p><b>Resources:</b> A4 paper, pencils, tracing paper &amp; black felt tip pens/ black biros.</p> <p><b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Hong Chun Zhang</b> Born: 1971, China</p>  <p><b>Key elements &amp; words:</b> Line, Shape &amp; Form, Contrasting Controlled &amp; Tone.</p> <p><b>Skills to teach:</b> Drawing, Graphite pencils &amp; Evaluation.</p> <p><b>Resources:</b> A4 paper, pencils, graphite pencils, putty rubber &amp; erasers.</p> <p><b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Leonardo da Vinci</b> 1452-1519, Italy</p>  <p><b>Key elements &amp; words:</b> Line, Shape, Natural &amp; Human Forms, Controlled &amp; Tone. Renaissance.</p> <p><b>Skills to teach:</b> Drawing, Tonal range with pencils &amp; Charcoal. Self-portraits. Evaluation</p> <p><b>Resources:</b> A4 paper, pencils, charcoal pencils &amp; flesh coloured pencils.</p> <p><b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Egon Schiele</b> 1890-1918, Austria</p>  <p><b>Key elements &amp; words:</b> Line, Shape, Natural &amp; Human Forms, Powerful, strong &amp; Tone. Expressionism.</p> <p><b>Skills to teach:</b> Drawing in pencil &amp; watercolour paints. Evaluation</p> <p><b>Resources:</b> A4 paper, pencils &amp; flesh coloured pencils/or water colour paints &amp; brushes.</p> <p><b>Example of Pupils work:</b> See Appendix A.</p>

**Suggested Artist and Visual Elements for Art and Design**

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><b>Barbara Hepworth</b> 1903-1975, UK</p>  <p><b>Key elements &amp; words:</b> Shape, Form, Space, organic, symbolic &amp; Texture  <b>Skills to teach:</b> Designing, using &amp; forming clay.  <b>Evaluation</b>  <b>Resources:</b> A4 paper for design, modelling clay, clay tools &amp; paints.  <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Andy Goldsworthy</b> Born: 1956, UK</p>  <p><b>Key elements &amp; words:</b> Shape, Form, Space, organic, symbolic &amp; Texture.  <b>Skills to teach:</b> Drawing, clay or other &amp; Evaluation  <b>Resources:</b> A4 paper for design, modelling clay/ papier mache, stones/ leaves/ sand, PVA glue &amp; paints.  <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Henry Moore</b> 1898-1986, UK</p>  <p><b>Key elements &amp; words:</b> Shape, Form, Space, organic, symbolic &amp; Texture.  <b>Skills to teach:</b> Designing, modelling &amp; shaping clay &amp; Evaluation  <b>Resources:</b> A4 paper for design, modelling clay, clay tools &amp; paints.  <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Antony Gormley</b> Born: 1950, UK</p>  <p><b>Key elements &amp; words:</b> Human Shape, Form, Space, organic, symbolic &amp; Texture.  <b>Skills to teach:</b> Designing, use of clay or pipe cleaners. Evaluation  <b>Resources:</b> A4 paper for design, modelling clay, clay tools or pipe cleaners/ card.  <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Alberto Giacometti</b> 1901-1966, Switzerland</p>  <p><b>Key elements &amp; words:</b> Human Shape, Form, Space, organic, symbolic &amp; Texture.  <b>Skills to teach:</b> Designing, modelling with clay or pipe cleaners. Evaluation.  <b>Resources:</b> A4 paper for design, modelling clay/ pipe cleaners/ &amp; paints.  <b>Example of Pupils work:</b> See Appendix A.</p>	<p><b>Edgar Degas</b> 1834-1917, France</p>  <p><b>Key elements &amp; words:</b> Shape, Human Form &amp; Texture  <b>Skills to teach:</b> Drawing, designing, modelling with clay. Evaluation.  <b>Resources:</b> A4 paper for design, modelling clay &amp; clay tools. Paints.  <b>Example of Pupils work:</b> See Appendix A.</p>



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<p style="text-align: center;"><b>Keith Haring</b> 1958-1990, USA</p>  <p><b>Key elements &amp; words:</b> Shape, Line &amp; Colour. <b>Skills to teach:</b> Drawing, Painting/ colouring &amp; Evaluation. <b>Resources:</b> A4 paper, primary (Red, Yellow &amp; Blue) paint or felt tip pens including green. Black felt tip pens. Pallets. Water pots. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Orla Kiely</b> Born: 1963, Ireland</p>  <p><b>Key elements &amp; words:</b> Regular pattern, Colour &amp; Shapes. <b>Skills to teach:</b> Drawing &amp; Painting &amp; Evaluation or collage with coloured paper shapes. <b>Resources:</b> A4 paper, coloured pencils and / or coloured paper. Card for cutting templates. Pallets. Water pots. Rulers. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Henri Matisse</b> 1869-1954, France</p>  <p><b>Key elements &amp; words:</b> Shape, Geometric, Strong, Line, Primary &amp; Secondary Colours. <b>Skills to teach:</b> Drawing &amp; Painting &amp; Evaluation or collage/ multi-media. <b>Resources:</b> A4 paper, primary &amp; secondary paints (R, Y, B, O, G &amp; P) or coloured paper, PVA glue &amp; scissors. Pallets. Water pots. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Joan Miro</b> 1893-1983, Spain</p>  <p><b>Key elements &amp; words:</b> Shape, Strong, Line, Abstract &amp; Primary &amp; Secondary Colours. <b>Skills to teach:</b> Drawing, Painting &amp; Evaluation. <b>Resources:</b> A4 paper, primary &amp; secondary paints (R, Y, B, O, G &amp; P). Pallets. Water pots. Black felt tip pens. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Antoni Gaudi</b> 1852-1926, Spain</p>  <p><b>Key elements &amp; words:</b> Shape, form, space, organic, curvaceous &amp; colours. <b>Skills to teach:</b> Drawing, designing, modelling of clay &amp; Evaluation. <b>Resources:</b> A4 paper for design, modelling clay, clay tools &amp; paints. <b>Example of Pupils work:</b> See Appendix A.</p>	<p style="text-align: center;"><b>Picasso</b> 1881-1973, France</p>  <p><b>Key elements &amp; words:</b> Shape &amp; Form, Distorted, Abstract, Line, Strong &amp; Colours. <b>Skills to teach:</b> Drawing, Painting &amp; Evaluation. <b>Resources:</b> A4 paper, primary &amp; secondary paint (R, Y, B, O, G &amp; P) &amp; black felt tip pens. Pallets. Water pots. <b>Example of Pupils work:</b> See Appendix A.</p>