



Medium Term Planning

Year 5

Autumn Term Year 5

Formal Elements

<i>Prior Learning</i>	What is an observational drawing? Can you give examples of different printing techniques? What types of lines would you expect to use in a building design? How can you ensure that your lines are accurate in a design?				
<i>End Point</i>	◊ Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.				
<i>Vocabulary</i>	Abstract, amphitheatre, ancient, architect, composition, cryptic, legacy, monoprint, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Knowledge of artists, designers and movements</i> <i>Generating ideas</i> <i>Formal Elements and Making Skills</i> <i>Evaluation</i>	<i>Similarity and difference</i> <i>Written and oral creative expression</i>	1	OO: Drawing a picture from observation, looking closely at details to be able to interpret them accurately LO: To draw by interpreting forms from direct observation House drawing: Drawing a picture from observation, looking closely at details to be able to interpret them accurately	Further develop drawing from observation. Draw using perspective, mathematical processes, design comma and line. Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	<ul style="list-style-type: none"> • <i>Presentation: Houses</i> (see Main event) • Sketchbooks • Clipboard (only necessary if the activity will take place outside) Wide rang of drawing pencils <ul style="list-style-type: none"> • Rubbers • Link: 'Google – Google Street View'

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<p style="text-align: center;"><i>Knowledge of artists, designers and movements</i></p> <p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p> <p style="text-align: center;"><i>Evaluation</i></p>	<p style="text-align: center;"><i>Similarity and difference</i></p> <p style="text-align: center;"><i>Written and oral creative expression</i></p>	2	<p>OO: Composing a print from a larger observational drawing</p> <p>LO: To compose a print from a larger observational drawing</p> <p>Monoprinting house: Based on a section of their drawing from Lesson 1, children create a dramatic monoprint using ink</p>	<p>Create mixed media art using found and reclaimed materials. Select materials for a purpose</p> <p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> ● Pupils' house drawings from 'Art and design, Year 5, Architecture, Lesson 1: House drawing' ● L-shaped pieces of card (pupils can make these beforehand) ● PrintingA design is made on a surface which can then be transferred using ink... inkA coloured liquid medium used for drawing, painting and printing.... – a large blob per pupil ● A4 paper – one per pupil ● Rollers – one per pupil ● Pencils – one per pupil ● Masking tape – a few pieces per pupil ● Print blocks – these could be sheet of acrylic or even a desktop ● Link: 'Google – Google Street View'
	<p style="text-align: center;"><i>Chronology</i></p> <p style="text-align: center;"><i>Similarity and difference</i></p> <p style="text-align: center;"><i>Significance</i></p> <p style="text-align: center;"><i>Written and oral creative expression</i></p>	3	<p>OO: Transforming the look of a building in the style of the artist Hundertwasser</p> <p>LO: To transform the look of a building in the style of a famous artist</p> <p>Hunterwasser house design: Inspired by the work of Hundertwasser, children add vibrant colours to an image of a house</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression</p> <p>Select and mix more complex colours to depict thoughts and feelings.</p> <p>Develop understanding of texture through practical making activities.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> ● Presentation: PatternA repeated decorative design. ideas (see Main event) ● Children's pictures of their house from 'Art and design, Year 5, Architecture, Lesson 2: House monoprints' ● Coloured pens – selection per pupil ● Sketchbooks – one per pupil ● Link: 'Google – Google Street View'

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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	4	<p>OO: Designing a building in an architectural style, drawing a perspective view, and a plan view or front elevation</p> <p>LO: To design a building in an architectural style</p> <p>House design: Children design a building, choosing whether to draw either a perspective view, plan view or a front elevation of their original house design</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>Create mixed media art using found and reclaimed materials. Select materials for a purpose</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> ● Laptop, desktop or tablet computers (one per pair of pupils) ● Sketchbooks ● DrawingCreating an image of something on a surface, like paper, using lines but also other marks and shading.... equipment and colouring pens ● Black fineliners ● Link: ‘RIBA (Royal Institute of British Architects)’ ● Link: ‘RIBA – House of the year’ ● Link: RIBA Design library
	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	5	<p>OO: Designing a monument to symbolise a person or event</p> <p>LO: To design a monument</p> <p>Design a monument: After learning about what monuments are, children design their own to reflect something they want to commemorate</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> ● Pencils – one per pupil ● Colouring pencils – a selection per table ● A3 plain or squared paper – one per pupil ● Link: ‘The Monument – Information’ ● Link: ‘Wikipedia – Holocaust memorial’ ● Link: ‘Wikipedia – The Sphinx of Giza’ ● Link: ‘Spomenick Database – What are Spomeniks?’ ● Link: ‘Spomenick Database – Spomenik photo directory’ ● Link: ‘The Ancient History Encyclopedia – The Column of Marcus Aurelius’

Spring Term Year 5

Skills					
<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ What different textures can you create with charcoal and pencil and how would you do this? ◊ How can an artist use tone to illustrate 3 D features? ◊ How do artists manipulate tints and shades of colour for effect? 				
<i>End Point</i>	◊ Create a design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts				
<i>Vocabulary</i>	Analytical, observational drawing, annotation, collage, computer aided design (CAD), continuous line drawing, exploded diagram, invention, portrait, prototype, sketch, texture				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Using imagination and visualisation to create an original piece of artwork</p> <p>LO: To develop observational drawing</p> <p>Line drawing: Based on Paul Klee's belief that “a drawing is simply a line going for a walk”, children take a black and white photocopy of a textured material centred on an A3 page and using a pencil, extend the drawing outwards, drawing in any tones they see</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p> <p>Regularly analysing and reflecting on their intentions and choices.</p>	<ul style="list-style-type: none"> ● Pieces of textured materials (a piece of lace, the sleeve of a jumper, a piece of heavy knitting) ● Sketchbooks ● HB and 2B pencils ● Rubbers ● Sharpeners

Spring Term Year 5

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<p style="text-align: center;"><i>Knowledge of artists, designers and movements</i></p> <p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	2	<p>OO: Designing a new invention for a set purpose, brainstorming ideas, developing and communicating these through notes and drawings then selecting one idea and drawing and annotating it in full</p> <p>LO: To design a new invention</p> <p>Line drawing design: Inspired by the 'Little Inventors Project' founded by artist, designer and inventor Dominic Wilcox, children come up with their own ideas of what we're missing in the world, seeing their chosen idea through to a final design</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> • Link: 'Wallace and Gromit – Cracking contraptions – the tellyscope' on VideoLink • Link: 'Little Inventors – children's challenge' on VideoLink • Link: 'Little Inventors' • HB pencils • Coloured pencils • Rubbers • Sharpeners • Sketchbooks • Tablets or cameras
	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>OO: Planning and creating a collage then drawing and colouring it from observation</p> <p>LO: To create a collage and draw this from observation</p> <p>Collage drawing: In the first of two lessons, children creatively arrange a collection of sweet wrappers to draw, firstly sketching a basic outline of each to get the layout and proportions right and then adding the detail of the lettering, shapes and illustrations before colouring it in</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> • Sketchbooks • Assorted sweet wrappers – ask pupils to collect these and bring them in from home • Scissors (one per pupil) • PVA glue and spreaders (per pair of pupils) • HB pencils (one per pupil) • Coloured pencils (per table) • Black fineliner pens (enough for half the class – not all children will get to this point)

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<p style="text-align: center;"><i>Knowledge of artists, designers and movements</i></p> <p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p> <p style="text-align: center;"><i>Evaluation</i></p>	<p style="text-align: center;"><i>Similarity and difference</i></p> <p style="text-align: center;"><i>Written and oral creative expression</i></p>	4	<p>OO: Selecting a section of a drawing to enlarge, scaling it to a larger size and painting accurately and evenly without leaving brush marks or gaps</p> <p>LO: To successfully upscale a drawing and paint accurately</p> <p>Scale up collage section: Children trace a section of the collage they drew and then scale it up by copying the contents of each tracing paper square onto a corresponding square on an A3 grid before painting it</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> ● Pupils will need their packaging collage drawings from 'Year 5: Art and design To make, draw or write plans for something. skills, Lesson 5: Drawing Creating an image of something on a surface, like paper, using lines but also other marks and shading....: Packaging collage 1' ● Presentation: Scaling (see Main event) ● Tracing paper or parchment/baking paper (one small piece per pupil) ● Rulers ● Pencils ● Rubbers ● A3 cartridge paper ● Poster paint ● Mixing palettes ● Brushes ● Water pots
	<p style="text-align: center;"><i>Similarity and difference</i></p> <p style="text-align: center;"><i>Written and oral creative expression</i></p>	5	<p>OO: Using imagination and visualisation to create an original piece of artwork</p> <p>LO: To use imagination and visualisation to create an original piece of artwork</p> <p>Children work imaginatively to develop an idea of their own, sourcing pictures, photos and illustrations, they practice sketching their images before producing a final drawing</p>	<p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p> <p>Regularly analysing and reflecting on their intentions and choices.</p>	<ul style="list-style-type: none"> ● Pictures of houses, cars, animals collected by the children prior to the lesson ● Access to computers or tablets ● A class computer and access to a printer for a class search for images ● Colouring resources: paint, pencil, coloured pencil, felt pens, crayons, charcoal black, crumbly drawing material made of carbon and often used for sketching..., etc

Summer Term Year 5

Every picture tells a story

<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ How can artists create meaning and communicate messages through their work? ◊ Can you name an artist who impacted on the direction of or started an artistic movement? ◊ What does the concept of an artistic 'influence' mean to you? ◊ Is it wrong to copy features of an established artist's work? 				
<i>End Point</i>	◊ Looking at the meaning behind art, analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside				
<i>Vocabulary</i>	Abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical				
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Summer Term Year 5

Every Picture Tells a Story

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<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">2</p>	<p>OO: Using materials to create a symmetrical, abstract image</p> <p>LO: To work collaboratively to a specific design brief</p> <p>Working to a specific brief, children work collaboratively to create a design for an empty room</p>	<p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p> <p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p>	<ul style="list-style-type: none"> • Bright coloured paper in a selection of colours (A4 or A5) • Scissors • Glue sticks • Rulers • Pencils • Sketchbooks • A4 or A3 white paper • Link: 'Swing it!' on VideoLink • Link: 'dezeen – Morag Myerscough brightens Sheffield Children's Hospital'
<p><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">3</p>	<p>Using symbols to create a meaningful message</p> <p>LO: To use visual symbols to create a meaningful message</p> <p>Pictographs existed even before language did and children use the ever prevalent pictogram of the 21st century, the emoji, to create sentences and convey meaning</p>	<p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<ul style="list-style-type: none"> • Presentation: Emojis (see Main event) • Link: 'The Emoji Movie' on VideoLink • Scissors – one per child • Glue – one per child • Sketchbooks or A4 paper – one per child • Pencils – one per child • Colouring pencils – a selection per child

Summer Term Year 5

Every Picture Tells a Story

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<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">4</p>	<p>OO: Evaluating and analysing a picture, demonstrating its meaning through drama and comparing its events to current news</p> <p>LO: To evaluate and analyse creative works using the language of art, craft and design</p> <p>LO: To use drama as a tool to explore the meaning behind a piece of artwork</p> <p>Through the piece 'Gassed' by John Singer Sargent, pupils explore the human side of the image and work in groups to reenact the scene from WW 1, positioning themselves like the soldiers in the piece and taking a photo of the final</p>	<p>Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p>	<ul style="list-style-type: none"> • Presentation: Gassed by John Singer Sargent (see Attention grabber) • Toilet tissue rolls or kitchen towel, strips of material or scarves for bandage and blindfolds • Masking tape, the children's own school bags • Camera (or tablet with camera) • Access either to either open outdoor space An empty area in an image or 3D artwork. or the school the hall • A whistle • Paper for the children to write notes on • Optional: a tripod or stepladder • Link: 'Imperial War Museum – Gassed'

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Summer Term Year 5

Design For a Purpose					
<i>Prior Learning</i>		<ul style="list-style-type: none"> ◊ How is design different from art? ◊ What does a designer need to consider when developing their ideas? 			
<i>End Point</i>		◊ Create a design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts.			
<i>Vocabulary</i>		Client, collaboration, design, brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique selling point(USP)			
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Generating ideas</i> <i>Formal Elements and Making Skills</i>	<i>Chronology</i> <i>Similarity and difference</i> <i>Significance</i> <i>Written and oral creative expression</i>	2	OO: Working collaboratively to a specific design brief, presenting ideas and designs clearly in a visual format, reviewing and modifying them as they work LO: To work collaboratively to a specific design brief Children use cut out shapes to help them experiment and develop their design ideas	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Create mixed media art using found and reclaimed materials. Select materials for a purpose. Select and mix more complex colours to depict thoughts and feelings. Extend and develop a greater understanding of applying expression when using line Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	<ul style="list-style-type: none"> • A4 or A5 brightly coloured paper in a selection of colours and fluorescent/neon paper- if available • Scissors • Glue sticks • Rulers • Pencils • Sketchbooks • The children's Activity: Empty rooms from 'Lesson 2: Designing spaces'