



Art & Design Programme of Study

Last updated: Tiarna Lloyd & Sam O'Regan, 2025

Somerdale Educate Together uses the [Access Art](#) scheme for Key Stage 1 and Key Stage 2. The units cover the national curriculum programme of study for Art & Design.

Purpose of Study

Art is a vital subject to include in a person's education, both in school and as part of lifelong learning. Making time and space for creativity helps develop learning about art, but also learning about ourselves through art.

Aims

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.

Early Years Foundation Stage

Within the EYFS, strands of Art and Design can be found within Expressive Arts & Design. Below are extracts from Development Matters which link.

Pre-School

Explore different materials freely, in order to develop their ideas about how to use them and what to make
Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.
Create closed shapes with continuous lines and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Explore colour and colour-mixing.

Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively sharing ideas, resources and skills.



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Unit Summaries & Curriculum Coverage for Key Stage 1 and Key Stage 2

Year One		
<u>Spirals</u> Drawing, Sketchbooks	<u>Simple Printmaking</u> Printmaking, Collage, Sketchbooks	<u>Playful Making</u> Sculpture, sketchbooks, drawing
https://www.accessart.org.uk/spiral/s/	https://www.accessart.org.uk/simple-printmaking/	https://www.accessart.org.uk/playful-making/
<p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings".</p> <p>Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation.</p> <p>Pupils show an understanding</p>	<p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts.</p> <p>Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.</p> <p>Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons.</p> <p>Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board.</p> <p>Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print.</p>	<p>Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors.</p> <p>Pupils create drawings inspired by the sculptures that they have seen.</p> <p>Pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome.</p> <p>Children find out how they might attach more than one material together to construct new forms through trial and error.</p> <p>Pupils apply what they found out about the properties of materials during lesson 2 and push their exploration further by responding to the selected brief.</p> <p>Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings.</p>

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<p>of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>Pupils reflect on their drawings, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils reflect on their sculptures, sharing what they like and what they would like to try again through peer discussion.</p> <p>Pupils identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks.</p>
Artist Focus: Molly Haslund	Artist Focus: Pablo Picasso	Artist Focus: Faith Bebbington – turning waste material into sculptures



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Year Two		
<u>Explore & Draw</u> Drawing, Sketchbooks, Collage	<u>Exploring the World Through Mono Print</u> Printmaking (Mono Print), Drawing, Collage, Sketchbooks	<u>Be An Architect</u> Architecture, sketchbooks, drawing
https://www.accessart.org.uk/explore-draw/	https://www.accessart.org.uk/exploring-the-world-through-mono-print/	https://www.accessart.org.uk/be-an-architect/
<p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment.</p> <p>They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition.</p> <p>They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p> <p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist</p>	<p>Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film.</p> <p>Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.</p> <p>Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects.</p> <p>They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week.</p> <p>Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.</p> <p>Pupils will explore the work of an artist who uses mono print.</p> <p>Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.</p> <p>Pupils will continue to discover the potential of carbon paper mono prints</p>	<p>Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks.</p> <p>Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.</p> <p>Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.</p> <p>Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create.</p> <p>Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings.</p> <p>Pupils will respond to interventions designed to give them fresh perspectives or ideas.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they</p>

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techniques and will start considering 'composition' when making work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	like and what they would like to try again through peer discussion.
Artist Focus: Alice Fox -using natural materials	Artist Focus: Leonardo Di Vinci	Artist Focus: Hundertwasser and Zaha Hadid

Year Three		
<u>Gestural Drawing with Charcoal</u> Drawing, Sketchbooks	<u>Working with Shape & Colour</u> Drawing, Collage, Stencils, Screen Print, Sketchbooks	<u>Making Animated Drawings</u> Drawing, Making, Sketchbooks
https://www.accessart.org.uk/gestural-drawing-with-charcoal/	https://www.accessart.org.uk/working-with-shape-and-colour/	https://www.accessart.org.uk/animated-drawings/
<p>Pupils will begin to explore charcoal as a drawing material.</p> <p>Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials.</p> <p>Pupils will think about how they can experiment with mark making to create line, shape and tone.</p> <p>Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p>	<p>Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p>	<p>Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen.</p> <p>Pupils will explore what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will also respond to the work through peer discussion.</p> <p>Pupils will begin to plan their own puppet and the simple movements it might make.</p> <p>Pupils will make their own moveable drawings, using their imagination to think about what</p>

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<p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page.</p> <p>Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion.</p> <p>Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>I can add to my collage using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work. I can share my work with my class, I can reflect and share what I like, and what I would like to try again.</p> <p>I can look at the work of my classmates and give useful feedback through class or small group discussion.</p>	<p>character they want to make and how they might make it move. They will consider joints, line and mark making.</p> <p>Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme.</p> <p>They will work collaboratively to create a shared background for all the puppets / They will draw their own individual backgrounds relating to their puppet. If there is time pupils will use basic digital software to capture their puppets moving.</p> <p>Pupils will display their work in a clear space / watch their animations and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>
Artist focus: Laura McKendry and stone age	Artist focus: Egyptian artwork: <u>Egyptian artefacts</u>	Artist Focus: Lauren Child

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<u>Storytelling Through Art</u> Drawing, Sketchbooks, Collage	<u>Still Life</u> Drawing, Painting, Collage, Sketchbooks	<u>Festival Feasts</u> Drawing, Making, Painting, Sketchbooks
https://www.accessart.org.uk/storytelling-through-drawing/	https://www.accessart.org.uk/still-life/	https://www.accessart.org.uk/sculptural-food/
<p>Pupils will explore the work of two artists who create illustrations that tell stories.</p> <p>Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing.</p> <p>Pupils will juxtapose objects to create their still life scenes from which they will work.</p> <p>Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic.</p> <p>Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p>	<p>Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape.</p> <p>Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16th Century artists. They will record and reflect throughout in their sketchbooks.</p> <p>Pupils will create their own still life artworks.</p> <p>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.</p> <p>Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the</p>	<p>Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures.</p> <p>Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts.</p> <p>Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</p> <p>Pupils will explore their favourite foods through sculpture.</p> <p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p> <p>Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form.</p> <p>Pupils will lay out a picnic, including food which contributes</p>

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<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>process.</p> <p>Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition.</p> <p>Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>colour, texture, pattern, and form to inspire lots of creative drawings into cloth.</p> <p>Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.</p>
Artist focus: Laura Carlin and Shaun Tan	Artist Focus: Paul Cezanne	Artist Focus: Lucia Hierro

Year Five		
<p><u>Typography and Maps</u> Drawing, Sketchbooks, Making</p>	<p><u>Making Mono Types</u> Printmaking (Mono Print), Drawing, Sketchbooks</p>	<p><u>Set Design</u> Making, Drawing, Sketchbooks</p>
<p>https://www.accessart.org.uk/typography-and-maps/</p>	<p>https://www.accessart.org.uk/making-monotypes/</p>	<p>https://www.accessart.org.uk/set-design/</p>
<p>Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually.</p> <p>Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider</p>	<p>Pupils will become familiar with the term 'monotype'. They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook.</p>	<p>Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things</p>

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<p>what they like and what they might develop further.</p> <p>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background.</p> <p>Pupils will build confidence in their strong mark-making skills.</p> <p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination.</p> <p>They will respond to the work in class discussion and in their sketchbooks.</p> <p>Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p>	<p>Pupils will be reminded of the vast array of marks available to them through looking at others artist's work. They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.</p> <p>Pupils will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They will use these components to capture the mood of the poem.</p> <p>Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p>	<p>that they see, including thoughts and feelings.</p> <p>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect.</p> <p>Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.</p> <p>Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their</p>
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		work using cameras or ipads.
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Year Six		
<u>2D Drawing to 3D Making</u> Drawing, Sketchbooks, Making	<u>Printmaking & Activism</u> Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks	<u>Brave Colour</u> Making, Drawing, Sketchbooks
https://www.accessart.org.uk/2d-drawing-to-3d-making/	https://www.accessart.org.uk/activism/	https://www.accessart.org.uk/brave-colour/
<p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils will start creating “flat yet sculptural” artwork. To use the paper as a collage material To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Pupils will explore the colours and patterns on different types of food packaging. They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks.</p> <p>Pupils will redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p> <p>Pupils will display their work in</p>	<p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will work in sketchbooks to explore their own voice and message.</p> <p>Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils will make an elastic band sketchbook using white paper and cardboard. They will identify and explore colour within the sketchbooks.</p> <p>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might respond in different ways to colour.</p> <p>Pupils will create visual responses to artists’ work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.</p> <p>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.</p> <p>Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form.</p>

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<p>a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p>		<p>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form.</p> <p>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.</p>
Artist focus: Claire Harrup	Artist Focus: Faith Ringgold	Artist focus: Olafur Eliasson