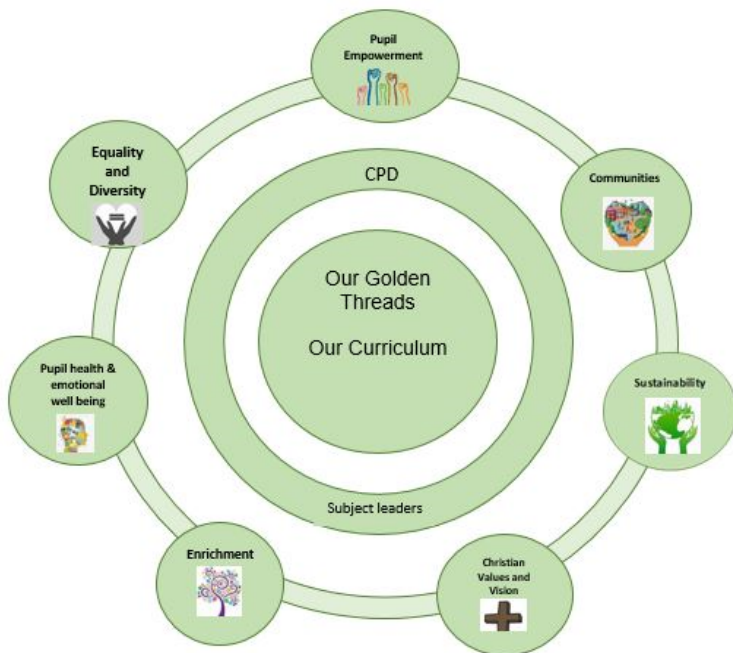


# Kenn C of E Primary

## Curriculum Design for Art



### Intent

*"Every human is an artist"*

**Don Miguel Ruiz**

At Kenn Primary school we value Art as an important part of our student's entitlement to a broad and balanced curriculum. Art has a very important place within our curriculum and we view the subject as a vehicle for creativity and individual expression and seek to inspire, engage and challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art.

Our teaching provides an understanding of a diverse range of art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We also endeavour to provide the children with as many opportunities as possible to experience art in the 'real' world, collaborating with professional artists and exposing the children to a range of creative experiences. As pupils progress they will learn to be able to think critically and develop a more in depth understanding of art and design and be confident in their approach to the subject.

Our teaching of Art will contribute towards our Christian vision: *to aspire, believe and flourish within a nurturing community*. We will achieve this by challenging learners, setting high expectations, celebrating successes and learning from mistakes, having confidence and faith in our own ideas, abilities and self-worth, engaging with our local community, tapping into parental knowledge and skills, and aiding to develop children into creative, knowledgeable life-long learners.

Our Art curriculum is inclusive and accessible and we believe all children are artists, as are all humans. Pupils who may often find other curriculum areas challenging have the opportunity to excel in this area of the curriculum as there are less boundaries placed upon them and they are able to explore and experiment with techniques, colour, textures and materials. Children are encouraged to be creative and to have a thirst to do well. New knowledge and skills in Art are broken down into meaningful parts and steps and introduced sequentially. This supports all children when learning about artistic techniques and developing their own artistic skills.

Our aim is to provide a curriculum that ensures all pupils:

- Produce creative work and feel confident in exploring their ideas.
- Become proficient in using a range of mixed media.
- Can articulate their ideas and evaluate and analyse pieces of art.
- Know about great artists, craft makers and designers and the influence they have had on culture and art.
- Are given opportunities to participate in a range of creative activities and events.
- Are introduced to an appreciation of the art that will last a lifetime.
- Provide children with opportunities for self-expression and enhance self-esteem

### **Implementation**

To ensure that our intended outcomes happen in Art, we use a clear and comprehensive scheme of work in line with the National Curriculum where teaching and learning shows progression across all key stages within the strands of Art, this scheme is called AccessArt. Children are exposed to key vocabulary in order to understand and readily apply to their verbal and written communication of their skills. In Art lessons, children will use a range of resources, making the most of natural resources in our forest school environment as well as those used inside the classroom. This will help to develop their knowledge and understanding of materials used for their art, which is integral to their learning and in developing their understanding of working creatively. Children are encouraged to reflect on previous learning and cross-curricular links will be made wherever possible with a particular emphasis on using artistic vocabulary across subjects; children will be able to build on prior knowledge and techniques studied, enabling them to practise and refine their own works of art. Attainment will be assessed each term through relevant tasks or projects where the key skills taught will be assessed and tracked using the school assessment policy. The art coordinator will carry out reviews of the state of art teaching through meetings with children across the school and looking at examples of children's work. We will involve parents in their child's art work by sharing and celebrating projects and pieces of art through various showcasing events such as school exhibitions, other open events and by holding an annual art week where children will get to take part in collaborative projects with children across the school. Children are also given the freedom to explore their particular interests in art by encouraging them to use their sketch books as their artistic diary.

## Impact

The vast majority of children will achieve age related expectations in Art at the end of their cohort year. Through quality first teaching and the experiences of a great range of lessons and activities, children will retain knowledge that is pertinent to Art with a real life context, including being able to name artists and artistic techniques and where they can see them used in the outside world. Children are able to practise ideas and reflect knowledge – particularly through the use of sketchbooks. Learners work both independently and collaboratively and are given opportunities to investigate and experiment with techniques critically. Our monitoring shows that children are able to explain the techniques they have used to create their work and are able to orally appraise and reflect on their own and others' work. Children develop a range of technical vocabulary in the context of their Art lessons. These are referred to and reinforced regularly outside of art lessons (vocabulary displays – tier 3 words) to ensure deep learning takes place. Children take on transferable skills in their Art learning, such as critical thinking, questioning skills and reflection on successes and challenges and become inquisitive and deep thinkers around the bigger concepts in modern life.

## Pupil Voice

(Quotes from children in KS1 and KS2 in Jan 2024)

I really enjoy sculpting things, especially with clay.

I loved learning about William Morris – we got to design our own wallpaper too.

We love it when we get to experiment with different materials.

We created the Northern Lights with pastels and chalk.

We learnt how to join different junk modelling materials to make rockets when we were learning all about space.

I'm not afraid to ask for help in Art.

### EYFS

Pupils will be given opportunities to explore different materials freely in order to develop their ideas about how to use them and what to make. They will develop their own ideas and then decide which materials to use to express them. They will learn how to Join different materials and explore different textures.

### KS1

Pupils will develop an increasing ability to use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. They will find out 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.

### KS2

Pupils will extend their knowledge and understanding through developing their techniques, control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and continue to learn about great artists, architects and designers in history.

## Art Curriculum Map

### What Art is taught at Kenn?

This is an overview of what the year groups will cover in our 2 year rolling programme which shows the progression in knowledge expected throughout the school. Each unit comes from the AccessArt scheme. Teaching of Art in the EYFS is supported by planning from AccessArt. This is grouped into 7 areas of exploration. From KS1 onwards, teaching of Art and Design Technology is taught in blocks - these are rotated each half term.

### Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>What can we see?</b> <b>How can we explore colour?</b> <b>How can we build worlds?</b> <b>How can we build and explore materials and marks?</b> <b>How can we explore 3D materials?</b> <b>How can we use our bodies to make art?</b> <b>How can we use our imaginations?</b>					
Year 1/2	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		<u>Exploring watercolour.</u>  Explore what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting.		<u>Playful Making</u> Exploring materials and intention through a playful approach	
Year 3/4	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.		<u>Working with Shape and Colour</u> "Painting with Scissors": Collage and stencil in response to looking at artwork.		<u>Telling Stories Through Drawing and Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	

Year 5/6	<u>Typography &amp; Maps</u> Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.		<u>Making Monotypes</u> Combine the monotype process with painting and collage to make visual poetry zines.		<u>Set designs</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	
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## Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>What can we see?</b> <b>How can we explore colour?</b> <b>How can we build worlds?</b> <b>How can we build and explore materials and marks?</b> <b>How can we explore 3D materials?</b> <b>How can we use our bodies to make art?</b> <b>How can we use our imaginations?</b>					
Year 1/2	<u>Explore &amp; Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		<u>Making birds.</u> <u>Sculpture, Drawing, Collage</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	
Year 3/4	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or		<u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.		<u>Sculpture, Structure, Inventiveness &amp; Determination</u> Explore formal drawing and sculpture skills like line, mark making, shape, form, balance	

	comic strips to retell poetry or prose through drawing				and structure, but they also just as importantly explore how it feels to make art	
Year 5/6	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.		<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.		<u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments.	



## Pre and Post Primary Objectives

Because children begin school at very different starting points, and with very different life experiences, we feel it important to include Nursery objectives in our Curriculum Document to ensure that if there are big gaps in a child's understanding, the school can quickly address these gaps and ensure barriers to learning are minimised.

Likewise, throughout a child's time in at Kenn, they may experience a vast range of learning opportunities in Art outside of school with their families. To ensure that a broader and deeper understanding in Art is catered for, we refer to the Key Stage 3 Art objectives to allow teachers to challenge learners and ensure pupils continue to progress.

### Nursery Objectives

As stated in the EYFS Development matters document for Expressive Arts and Design Nursery children (aged 3-4) will:

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, 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.

### Key Stage 3

As stated in the National curriculum for Art and design pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## Art Skills Progression EYFS, KS1 and KS2



### **In the EYFS:**

We use the AccessArt resources to support our teaching and learning of the Art curriculum in EYFS, they are grouped into 7 areas of exploration:

- What can we see?
- How can we explore colour?
- How can we build worlds?
- How can we explore materials and marks?
- How can we explore 3D materials?
- How can we use our bodies to make art?
- How can we use our imaginations?

Within each area we have provided activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimuli. Together these opportunities provide a foundation for pupils to develop skills further through the AccessArt Primary Curriculum as they move into Year 1.

Throughout Reception, children will:

- 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.

By the end of Reception a child who has achieved the expected level of development (Early Learning Goals) will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

## Knowledge and Skills taught in KS1 and KS2

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

[www.accessart.org.uk](http://www.accessart.org.uk)

<b>Drawing</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a></p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite,</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move.</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. <a href="#">Exploring Pattern</a></p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. <a href="#">Exploring Pattern</a></p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. <a href="#">Exploring Pattern</a></p>	<p>Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <a href="#">Typography &amp; Maps</a></p> <hr/> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 2D</a></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 2D</a></p> <hr/> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 2D</a></p> <hr/> <p>Explore using negative and positive space to "see" and draw a simple element/object. <a href="#">2D to 2D</a></p>

Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. [Making Birds Flora & Fauna](#)

Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. [Simple Printmaking Flora & Fauna](#)

soft pencil, handwriting pen. [Explore & Draw Be an Architect](#)

Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. [Explore & Draw Music & Art Explore Through Monoprint](#)

Create final collaged drawings (see column 5 "collage") which explore composition. [Explore & Draw Music & Art](#)

Make drawings inspired by sound. [Music & Art](#)

Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). [Gestural Drawing with Charcoal](#)

Option to explore making gestural drawings with charcoal using the whole body (link to dance). [Gestural Drawing with Charcoal](#)

Develop mark making skills by deconstructing the work of artists. [Cloth. Thread. Paint](#)

Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. [Animated Drawings](#)

Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. [Storytelling Through Drawing](#)

Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. [Storytelling Through Drawing](#)

Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. [Exploring Pattern](#)

Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. [Storytelling Through Drawing](#)

Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. [Typography & Maps](#)

Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). [Set Design](#)

Use the grid system to scale up the image above, transferring the image onto card. [2D to 2D](#)

Use collage to add tonal marks to the "flat image". [2D to 2D](#)

## Sketchbooks

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a></p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. <a href="#">Spirals</a></p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas <a href="#">Simple Printmaking</a></p> <p>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Exploring Watercolour</a> <a href="#">Flora &amp; Fauna</a></p> <p>Practice observational drawing <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Flora &amp; Fauna</a> <a href="#">Making Birds</a></p> <p>Explore mark making <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Flora &amp; Fauna</a> <a href="#">Exploring Watercolour</a> <a href="#">Making Birds</a></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 2</a></p> <p>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 2</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <hr/> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a> <a href="#">Be an Architect</a> <a href="#">Music &amp; Art</a></p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a></p> <p>Explore colour and colour mixing. <a href="#">Expressive Painting</a> <a href="#">Music &amp; Art</a></p> <p>Make visual notes about artists</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a></p> <p>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a></p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories Cloth</a> <a href="#">Thread</a> <a href="#">Paint Animated Drawings</a> <a href="#">Natural Materials</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories Cloth</a> <a href="#">Thread</a> <a href="#">Paint Animated Drawings</a></p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a></p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Pattern</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Pattern</a> <a href="#">Art of Display</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p> <p>Test and experiment with materials. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Pattern</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p> <p>Brainstorm pattern, colour, line and shape. <a href="#">Exploring Pattern</a> <a href="#">Exploring Still Life</a> <a href="#">Festival Feasts</a></p> <p>Brainstorm and explore ideas relating to performance art. <a href="#">Art of Display</a></p> <p>Reflect. <a href="#">Storytelling Through</a></p>	<p>Use sketchbooks to:</p> <p>Explore mark making. <a href="#">Typography &amp; Maps</a> <a href="#">Mixed Media</a> <a href="#">Landscapes</a> <a href="#">Set Design</a> <a href="#">Fashion Design</a></p> <p>Brainstorm ideas generated when reading poetry or prose. <a href="#">Making MonoTypes</a> <a href="#">Set Design</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps</a> <a href="#">Making MonoTypes</a> <a href="#">Mixed Media</a> <a href="#">Landscapes</a> <a href="#">Set Design</a> <a href="#">Architecture: Big or Small</a> <a href="#">Fashion Design</a></p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <a href="#">Set Design</a> <a href="#">Architecture: Big or Small</a> <a href="#">Fashion Design</a></p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media</a> <a href="#">Landscapes</a></p> <p>Experiment with colour mixing</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <a href="#">2D to 2D</a> <a href="#">Activism</a></p> <p>Using the grid method to scale up an image. <a href="#">2D to 2D</a></p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Activism</a> <a href="#">Brave Colour</a></p> <p>Explore combinations and layering of media. <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Develop Mark Making <a href="#">Activism</a> <a href="#">2D to 2D</a> <a href="#">Exploring Identity</a> <a href="#">Shadow Puppets</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism</a> <a href="#">2D to 2D</a> <a href="#">Exploring Identity</a> <a href="#">Brave Colour</a> <a href="#">Take a Seat</a> <a href="#">Shadow Puppets</a></p>

	studied. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a> <a href="#">Be an Architect</a> <a href="#">Music &amp; Art</a>	Brainstorm animation ideas. <a href="#">Working with Shape &amp; Colour</a> <a href="#">Animated Drawings</a> <a href="#">Natural Materials</a>  Experiment with pigments created from the local environment. <a href="#">Natural Materials</a>	<a href="#">Drawing</a> <a href="#">Exploring Pattern</a> <a href="#">Exploring Still Life</a> <a href="#">Art of Display</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a>	and pattern, working towards creating paper “fabrics” for fashion design. <a href="#">Fashion Design</a>	
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## Printmaking

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand prints are made by transferring an image from one surface to another. <a href="#">Simple Printmaking</a></p> <p>Understand relief prints are made when we print from raised images (plates). <a href="#">Simple Printmaking</a></p> <p>Use hands and feet to make simple prints, using primary colours. <a href="#">Simple Printmaking</a></p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. <a href="#">Simple Printmaking</a></p> <p>Explore concepts like</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <a href="#">Explore Through Monoprint</a></p> <hr/> <p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. <a href="#">Explore Through Monoprint</a></p>	<p>Understand that screen prints are made by forcing ink over a stencil. <a href="#">Working with Shape &amp; Colour</a></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. <a href="#">Working with Shape &amp; Colour</a></p> <hr/> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. <a href="#">Working with Shape &amp; Colour</a></p>	N/A	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. <a href="#">Making MonoTypes</a></p> <hr/> <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. <a href="#">Making MonoTypes</a></p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a></p> <hr/> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <a href="#">Activism</a></p> <hr/> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <hr/> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. <a href="#">Activism</a></p>

<p>“repeat” “pattern” “sequencing”. <a href="#">Simple Printmaking</a></p>					<p>Or create a zine using similar methods. <a href="#">Activism</a></p>
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## Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand watercolour is a media which uses water and pigment. <a href="#">Exploring Watercolour</a></p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <a href="#">Exploring Watercolour</a></p> <hr/> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. <a href="#">Exploring Watercolour</a></p> <p>Paint without a fixed image of what you are painting in mind. <a href="#">Exploring Watercolour</a></p> <p>Respond to your painting, and try to “imagine” an image within. <a href="#">Exploring Watercolour</a></p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a></p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a></p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting Music &amp; Art</a></p> <p>Understand the concept of still life. <a href="#">Expressive Painting</a></p> <hr/> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. <a href="#">Expressive Painting</a></p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks</p>	<p>Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a></p> <p>Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a></p> <p>Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a></p> <hr/> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). <a href="#">Telling Stories</a></p> <p>Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint Natural Materials</a></p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a></p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a></p> <hr/> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a></p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). <a href="#">Exploring Still Life</a></p> <p>Options to work in clay, making reliefs inspired by fruit still lives,</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <a href="#">Mixed Media Landscapes</a></p> <hr/> <p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. <a href="#">Making MonoTypes</a></p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></p> <p>Mix colour intuitively to create</p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between to shape and pattern and 3d form and function.</p> <hr/> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. <a href="#">Exploring Identity</a></p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Exploring Identity</a></p>



<p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. <a href="#">Exploring Watercolour</a></p>	<p>using skills learnt above. <a href="#">Expressive Paintin</a></p>	<p>the painted fabric. <a href="#">Cloth, Thread, Paint</a></p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. <a href="#">Natural Materials</a></p> <p>Option to use light to create imagery by exploring anthotype or cyanotype. <a href="#">Natural Materials</a></p>	<p>or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a></p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a></p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a></p>	<p>painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 "making"). <a href="#">Fashion Design</a></p>	
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## Collage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds Flora &amp; Fauna</a></p> <p>Understand we can create our own papers with which to collage. <a href="#">Making Birds Flora &amp; Fauna</a></p> <p>Collage with painted papers exploring colour, shape and composition. <a href="#">Simple Printmaking Flora &amp; Fauna</a></p> <p>Combine collage with making by cutting and tearing drawn</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></p> <hr/> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. <a href="#">Explore &amp; Draw</a></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw Music &amp; Art</a></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Working with Shape &amp; Colour</a></p> <hr/> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. <a href="#">Working with Shape &amp; Colour</a></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

imagery, manipulating it into simple 3d forms to add to sculpture. [Making Birds](#)

## Making

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Playful Making Making Birds</a></p> <p>Understand the meaning of "Design through Making" <a href="#">Playful Making Making Birds</a></p> <p>Use a combination of two or more materials to make sculpture. <a href="#">Playful Making Making Birds</a></p> <p>Use construction methods to build. <a href="#">Playful Making Making Birds</a></p> <p>Work in a playful, exploratory</p>	<p>Understand the role of an architect. <a href="#">Be an Architect</a></p> <p>Understand when we make sculpture by adding materials it is called Construction. <a href="#">Be an Architect Stick Transformation Project</a></p> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. <a href="#">Be an Architect</a></p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Be an Architect Stick Transformation Project Music &amp; Art</a></p> <p>Transform found objects into sculpture, using imagination and construction techniques</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p> <p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p> <p>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture,</p>	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. <a href="#">Art of Display</a></p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. <a href="#">Art of Display</a></p> <p>To understand that sometimes people themselves can be the object, as in performance art. <a href="#">Art of Display</a></p> <p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <a href="#">Sculpture &amp; Structure Festival Feasts</a></p>	<p>Understand that set designers can design/make sets for theatres or for animations. <a href="#">Set Design</a></p> <p>Understand that designers often create scaled models to test and share ideas with others. <a href="#">Set Design</a></p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Architecture: Big or Small Fashion Design</a></p> <p>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. <a href="#">Set Design</a></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background,</p>	<p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. <a href="#">Brave Colour</a></p> <p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Exploring Identity Take a Seat</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Brave Colour Exploring Identity Take a Seat</a></p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and</p>

<p>way, responding to a simple brief, using Design through Making philosophy. <a href="#">Playful Making Making Birds</a></p>	<p>including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. <a href="#">Stick Transformation Project</a></p>	<p>character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. <a href="#">Animated Drawings</a></p>	<p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. <a href="#">Art of Display</a></p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. <a href="#">Art of Display</a></p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. <a href="#">Art of Display</a></p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. <a href="#">Sculpture &amp; Structure Festival Feasts</a></p> <p>To combine modelling with construction using mixed media and painting to create sculpture. <a href="#">Festival Feasts</a></p>	<p>lighting, texture, space, structure and intention. <a href="#">Set Design</a></p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. <a href="#">Architecture: Big or Small</a></p> <p>Option to work in 3d to devise fashion constructed from patterned papers. <a href="#">Fashion esign</a></p>	<p>make things for the future. <a href="#">Take a Seat Shadow Puppets</a></p> <hr/> <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” <a href="#">Brave Colour</a></p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. <a href="#">Brave Colour</a></p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. <a href="#">Take a Seat</a></p> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a></p>
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## Purpose/Visual Literacy/Articulation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p><a href="#">All Pathways for Year 1</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 2</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 3</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 4</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome),</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 5</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 6</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p>

<p><a href="#">All Pathways for Year 1</a></p>	<p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 2</a></p>	<p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></p>	<p>reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 4</a></p>	<p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></p>	<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 6</a></p>
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## Art Vocabulary

Year 1					
<p><b>Spirals:</b> Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour</p>	<p><b>Simple Printmaking:</b> Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange Explore, Try, Test, Reflect</p> <p>Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit</p>	<p><b>Playful Making:</b> Sculpture, Sculptor, Three Dimensions Respond Response Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance Reflect, Share, Discuss</p>	<p><b>Exploring</b> <b>Watercolour:</b> Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop</p> <p>Scale Reflect, Share, Discuss</p>	<p><b>Making Birds:</b> Lines, Shapes, Mark Making, Texture</p> <p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear</p> <p>Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss</p>	<p><b>Flora &amp; Fauna:</b> Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss</p>

Reflect, Discuss, Share, Think					
<b>Year 2</b>					
<b>Explore &amp; Draw:</b> Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	<b>Explore the World Through Monoprint:</b> Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover	<b>Be An Architect:</b> Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	<b>Expressive Painting:</b> Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,	<b>Stick Transformation:</b> Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	<b>Music &amp; Art:</b> Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback,

	Present, Reflect, Discuss, Share, Feedback				
<b>Year 3</b>					
<b>Gestural Drawings with Charcoal:</b> Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,  Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	<b>Working with Shape &amp; Colour:</b> "Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	<b>Telling Stories Through Drawing &amp; Making:</b> Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,	<b>Paint, Cloth, Thread:</b> Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome	<b>Making Animated Drawings:</b> Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena,	<b>Using Natural Materials to Make Images:</b> Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form Transformation, Time, Cyanotype, Anthotype, Present, Share, Reflect, Respond, Feedback, Document
<b>Year 4</b>					



<p><b>Storytelling Through Drawing:</b> Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Exploring Pattern:</b> Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>The Art of Display:</b> Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Exploring Still Life:</b> Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Sculpture, Structure, Inventiveness &amp; Determination:</b> Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse,  Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,</p>	<p><b>Festival Feasts:</b> Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,  Photograph, Lighting, Focus, Composition,</p>
<b>Year 5</b>					
<p><b>Typography &amp; Maps:</b> Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact</p>	<p><b>Making Monotypes:</b> Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media Present, Share, Reflect, Respond,</p>	<p><b>Set Design:</b> Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision,</p>	<p><b>Land and City Scapes:</b> Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback,</p>	<p><b>Architecture Dream Big or Small:</b> Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance,</p>	<p><b>Fashion:</b> Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material,</p>

Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Articulate, Feedback, Crit, Similarities, Differences,	Mood, Drama, Narrativert Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Crit, Similarities, Differences,	Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Body, Wearable, Fit for Purpose, Pattern Cutting  Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
<b>Year 6</b>					
<b>2D Drawing to 3D Making:</b> 2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<b>Activism:</b> Activism Voice Message Community Poster Zine Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<b>Brave Colour:</b> Sketchbook Visual notes Colour Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<b>Exploring Identity:</b> Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<b>Take a Seat:</b> Chair Design, Designer, Craftsperson, Maker 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<b>Shadow Puppets:</b> Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,