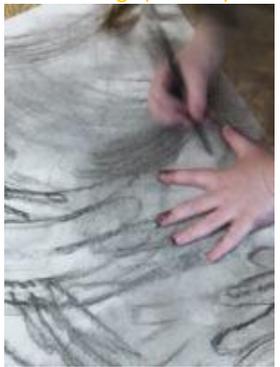
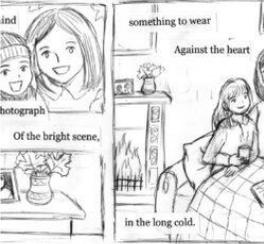


| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | <p>Skills</p> <p>Teach children how to hold a paintbrush, and use paints. Teach how to select appropriate colours to represent what they are observing. Explore colour mixing.</p> <p>Children to create self-portraits using drawing skills and painting skills.</p> <p>Teach how to use a mirror to look closely. Model how paint a face.</p> | <p>Skills</p> <p>Teach children a range of mark making with a range of drawing equipment such as pencils, crayons, chalk, pastels, fibre tip pens. Use stencils to create pictures.</p> <p>Teach children the rhythm of printing. Model the technique. Print with a range of objects and tools.</p> | <p><u>What Can we see?</u> <u>Collecting, Arranging and Drawing</u></p> <p>Collecting, Arranging, Drawing</p>  | <p>What Can we see? Still life composition.</p> <p>Still Life Compositions Inspired by Cezanne</p>  | <p>3D materials Fruit and Veg heads</p> <p>HOW CAN WE EXPLORE 3D MATERIALS?</p>  | <p>3D materials Insect Hotels</p> <p>Insect Hotels</p>  |
| Access Vrt | Autumn 1 Drawing | Autumn 2 Drawing and Sketchbooks | Spring 1 Surface and Colour | Spring 2 Skills | Summer 1 Working in Three Dimensions | Summer 2 |
| Year 1 | <p><u>Drawing</u></p> <p>"6 week introduction to drawing" (6 hours)</p>  | <p><u>Spirals</u></p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>  | <p><u>Simple Printmaking</u></p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>  | <p><u>Exploring Watercolour – 2 lessons</u></p> <p>Exploring watercolour and discovering we can use accidental marks to help us make art.</p>  | <p><u>Making Birds</u></p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>  | <p><u>How to clay play (2 lessons)</u></p> <p>Exploring 3D sculptures in clay</p>  |

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| <p>Year 2</p> | <p><u>Drawing Journey</u></p>  | <p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>  | <p><u>Collage Inspired by Flora & Fauna (Year 1 unit)</u> Explore how artists make art inspired by flora and fauna. Make collages of Mini Beasts and display as a shared artwork.</p>  | <p><u>Expressive Painting – 2 lessons</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. (Brush technique, colour mixing, tertiary and secondary)</p>  | <p><u>Music & Art Option 2 (2 lesson)</u> Explore how we can make art inspired by the sounds we hear.</p>  | <p><u>Exploring the World Through Mono Print (Option 1)</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>  |
| <p>Year 3</p> | <p><u>Drawing Journey 7-9</u></p>  | <p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>  | <p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>  | <p><u>Making Animated Images -2 lessons</u> Shared Ink Drawing Animated drawing, creating a background, making black.</p>  | <p><u>Telling Stories Through Drawing & Making – Option 2</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. (Clay)</p>  | <p><u>Using Natural Materials to Make Images (2 lessons)</u></p>  <p>Explore natural pigments in the local environment.</p> |

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| Year 4 | <p>Drawing Journey 7-9 https://www.accessart.org.uk/drawing-journey-children-7-9-exercises/</p>  | <p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.</p>  | <p>Exploring Still Life – Option 2 Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>  | <p>Exploring Pattern – 2 lessons</p> <ol style="list-style-type: none"> 1) sensory drawing (half an hour) 2) option 1 – making a tessellated design 3) making a repeated pattern section of option 2 <p>Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>  | <p>Festival Feasts (Option 2) How might we use food and art to bring us together?</p>  | <p>Photography Competition for Trust Using digital imagery to take photographs of nature and present for an exhibition.</p> <p>Textiles Link DT [[projects on a page 2D to 3d)2D to 3D shapes, using templates and joins to create reusable shopping bag.</p> |
| Year 5 | <p>Drawing 9-11 Drawing Journey</p>  | <p>Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>  | <p>Mixed Media Land & City Scapes Create city landscapes using vanishing points</p>  | <p>Making Monotypes (2 lessons) Combine the monotype process with painting and collage to make visual poetry zines.</p>  | <p>Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.</p>  | <p>Decorative Clay Coil Pots (2 lessons) Making clay coil pots</p>  |
| Year 6 | <p>Drawing (9-11 Drawing Journey) (6 hours)</p> | <p>2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> | <p>Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> | <p>Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> | <p>Printmaking Using Packaging Collagraph printing techniques. Exploring different surfaces</p> | <p>Textiles link to Summer DT Projects on a Page-making a a product with fasteners and different decoration.</p> |



Art Resources

| | Autumn 1 Drawing (2 hours in the first week) <i>(*Year 1 of the Art Curriculum – to be reviewed for Year 2)</i> | Autumn 2 Drawing and Sketchbooks | Spring 1 Surface and Colour | Spring 2 Skills (2 hours across the half term) | Summer 1 Working in Three Dimensions | Summer 2 |
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| Year 1 | Drawing "6 week introduction to drawing" Vincent van Gogh | Spirals Molly Haslund | Simple Printmaking Edward Bawden | Exploring Watercolour – 2 hours Piet Mondrian | Making Birds John James Audubon | How to clay play |
| Year 2 | Drawing "6 week introduction to drawing" Vincent van Gogh | Explore & Draw Alice Fox | Collage Inspired by Flora & Fauna (Year 1 unit) Eric Carle Joseph Redoute Jan van Kessel Hannah Borger Georgia O'Keefe | Expressive Painting – 2 hours Frida Karlo Charlie French Marela Zacarial | Music & Art Option 1 Vassily Kandinsky | Exploring the World Through Mono Print Xgaoc'o Xare |
| Year 3 | Drawing "6 week introduction to drawing" Vincent van Gogh | Gestural Drawing with Charcoal Edgar Degas | Cloth, Thread, Paint Alice Kettle Hannah Rae | Making Animated Images Lauren Child | Telling Stories Through Drawing & Making – Option 1 Rosie Hurley Inbal Leitner Roald Dahl Quentin Blake Nick Park | Natural Materials to Make Images Francis Hatch Andy Goldsworthy |

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| Year 4 | <u>Drawing</u> "6 week introduction to drawing" Vincent van Gogh | <u>Storytelling Through Drawing</u> Shaun Tan Laura Carlin | <u>Exploring Still Life – Option 2</u> Nicole Dyer Paul Cezanne | <u>Exploring Pattern – 2 hours</u> Shaheen Ahmed Robert Fathauer | <u>Festival Feasts</u> Claes Oldenburg Lucia Hierro | <u>Photography Competition for Trust</u> David Muench Cristina Mittermeier Art Wolfe Subhankar Banergee |
| Year 5 | <u>Drawing</u> "6 week introduction to drawing" Vincent van Gogh | <u>Typography & Maps</u> Louise Fili | <u>Mixed Media Land & City Scapes</u> Vanessa Gardiner Shoreditch Sketcher Kittie Jones | <u>Making Monotypes</u> Kevork Mourad | <u>Fashion Design</u> Alice Fox Rahul Mishra Pyer Moss Tatyana Antoun Hormazd Narielwalla William Morris | <u>Clay</u> Takehiro Kishimoto Thad Markham Giuseppe Arcimboldo Barbara Hepworth |
| Year 6 | <u>Drawing</u> "6 week introduction to drawing" Vincent van Gogh | <u>2D Drawing to 3D Making</u> Lubaina Himid | <u>Activism –</u> Banksy Luba Lukova Faith Ringgold | <u>Exploring Identity</u> Njideka Akunyili Crosby Yinka Shonibare Thandiwe Muriu Mike Barrett Pablo Picasso | <u>Printmaking Using Packaging.</u> Karen Wicks | <u>Textiles Link to Summer DT - Projects on a Page</u> |

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Mark-making and Drawing | Spirals Drawing, Sketchbooks | Explore & Draw Drawing, Sketchbooks, Collage | Gestural Drawing with Charcoal Drawing, Sketchbooks | Storytelling Through Art Drawing, Sketchbooks, Collage | Typography and Maps Drawing, Sketchbooks, Making | 2D Drawing to 3D Making Drawing, Sketchbooks, Making |
| NC End Points | | <ul style="list-style-type: none"> 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 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making inks to their own work. | | <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. | | | |
| | Draw with increasing | Pupils become familiar with creating drawings using their | Pupils will become familiar with the idea that | Pupils will begin to explore charcoal as a | Pupils will explore the work of two artists who | Pupils will become familiar with the term | Pupils will become familiar with the idea that artists can paint on wood to |

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| | <p>complexity and detail through observations of objects such as artefacts, flowers etc. Explore, use and refine a variety of artistic effects to express their ideas and feelings (e.g. shading, thick pencil lines, thin pencil lines)</p> | <p>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". 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. Pupils show an understanding 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 over the half term, sharing what they like and what they would like to try</p> | <p>other artists are inspired by exploring and collecting things in and around their environment. 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. 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</p> | <p>drawing material. 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. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of</p> | <p>create illustrations that tell stories. 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. Pupils will juxtapose objects to create their still life scenes from which they will work. 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. 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 display their work in a clear space and reflect on the half term, sharing what they like and what they would like</p> | <p>'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. 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 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. 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</p> | <p>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 start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p><i>Lubaina Himid, Claire Harrup</i></p> |
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| | <p>again through peer discussion.</p> <p><i>Molly Haslund.</i></p> | <p>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 techniques and will start considering 'composition' when making work.</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>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</i></p> | <p>chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</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>Edgar Degas, Laura McKendry, Heather Hansen</i></p> | <p>to try again through peer discussion.</p> <p><i>Laura Carlin, Shaun Tan</i></p> | <p>made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. 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><i>Louise Fili, Grayson Perry, Paula Scher</i></p> | |
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| Access Vrt  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Exploring paint | Exploring Watercolour Painting, Sketchbooks, | Expressive Painting Painting, Sketchbooks | Cloth, Thread, Paint Painting, Textiles, Drawing, Sketchbooks | Still Life Drawing, Painting, Collage, Sketchbooks | Inspired by Land & City Scapes Painting, Drawing, Sketchbooks | Identity Painting, Digital, Drawing, Sketchbooks |
| NC End points: | | <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | | <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit | | | |

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| | | <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making inks to their own work. | | <ul style="list-style-type: none"> • ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To learn about great artists, architects and designers in history. | | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Paint, Texture, Colour</p> | <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces/textures and in different ways i.e. coloured, sized and shaped paper.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (e.g. explore how to make a colour darker and a colour lighter, colour mixing, thick paint lines, thin paint lines)</p> | <p>Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.</p> <p>Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own.</p> | <p>Pupils will become familiar with the term ‘expressionism’. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.</p> <p>Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.</p> <p>Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and</p> | <p>Pupils will become familiar with the work of artist’s Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist’s work.</p> <p>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</p> <p>Pupils will begin by creating a variety of marks in stitch on plain</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. 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>Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process.</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</p> | <p>Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.</p> | <p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures</p> |

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| | | <p>Pupils work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.</p> <p>Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion. Paul Klee, Emma Burleigh</p> | <p>capture the colour that stand out to them.</p> <p>Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.</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. Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</p> | <p>canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.</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. Alice Kettle, Hannah Rae</p> | <p>try again through peer discussion. Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p> | | <p>aspects of their personality and identity.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</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>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. Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p> |
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| Access Art | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Printing | Simple Printmaking Printmaking, Collage, Sketchbooks | Exploring the World Through Mono Print Printmaking (Mono Print), Drawing, Collage, Sketchbooks | Working with Shape & Colour Drawing, Collage, Stencils, Screen Print, Sketchbooks | Exploring Pattern Drawing, Collage, Sketchbooks | Making Mono Types Printmaking (Mono Print), Drawing, Sketchbooks | Printmaking Using Packaging Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks |

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| <p>NC End points:</p> | | <ul style="list-style-type: none"> 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 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making inks to their own work. | <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. | | | | |
| <p>Print, Colour, Collage</p> | <p>Enjoy using stencils to create a picture. Make pictures and patterns using a range of objects (e.g. vegetables, stampers) Take detailed rubbings of their environment and objects</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. 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. 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. Pupils demonstrate their understanding of using</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. 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 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>Matisse, Claire Willberg</p> | <p>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</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 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. Pupils will work in</p> | <p>Pupils will respond to the work of contemporary artists and designers, Karen Wicks</p> <p>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>Pupils make prints using callography technique</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> |

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| | | <p>controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> | | | <p>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p> | <p>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><i>Kevork Mourad</i></p> | |
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| Access Art  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Exploring working in 3 dimensions. | Making Birds Sculpture, sketchbooks, drawing | Music and Art | Telling Stories Through Making Sculpture, Drawing, Sketchbooks | Festival Feasts Sculpture, Drawing, Sketchbooks | Fashion Design Making, Drawing, Sketchbooks | 2D drawing to 3D making |
| NC End points: | | <ul style="list-style-type: none"> 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 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making inks to their own work. to use a range of materials creatively to design and make products | | <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. | | | |

Working in 3 Dimensions

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| <p>Use a range of malleable media such as clay and salt dough to create from imagination and observation. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools.</p> | <p>Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</p> <p>Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</p> <p>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by</p> | <p>Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally.</p> <p>Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks. Pupils will share their thoughts in a class discussion.</p> <p>Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel</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. 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 character they want to make and how they might make it move. They will</p> | <p>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>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 explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</p> <p>Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief. Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together. 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 work using cameras or I pads.</p> | <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 start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</p> |
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| | | <p>either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</p> <p>Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.</p> <p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</p> | <p>crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to 'projection mapping'. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to 'paint music' on the whiteboard.</p> <p>Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration.</p> <p>Option 2: Pupils will explore manipulating and attaching recycled materials and explore sound making. Pupils will not only explore the process of making but all how to produce different sounds and rhythms with their invented musical instruments. Pupils will demonstrate their decision-making skills by considering materials, form, design, and colour. Pupils will use sketchbooks to record their discoveries.</p> | <p>consider joints, line and mark making. 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. 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> <p>Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</p> | | | |
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