



Love of God Love of one another Love of our world Love of learning

Art Curriculum Progression (Skills and Knowledge)



Art Curriculum Overview – AccessArt Units

| | Autumn Term | Spring Term | Summer Term |
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| | Drawing and Sketchbooks | Surface and Colour | Working in Three Dimensions |
| Year 1 | <p><u>Spirals</u></p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> | <p><u>Inspired by Flora & Fauna</u></p> <p>Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.</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> |
| Year 2 | <p><u>Explore & Draw</u></p> <p>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> | <p><u>Expressive Painting</u></p> <p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p> | <p><u>Be An Architect</u></p> <p>Exploring architecture and creating architectural models.</p> |
| Year 3 | <p><u>Gestural Drawing with Charcoal</u></p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> | <p><u>Working with Shape and Colour</u></p> <p>“Painting with Scissors”: Collage and stencil in response to looking at artwork.</p> | <p><u>Telling Stories Through Drawing & Making</u></p> <p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> |
| Year 4 | <p><u>Storytelling Through Drawing</u></p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> | <p><u>Exploring Pattern</u></p> <p>Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> | <p><u>Festival Feasts</u></p> <p>How might we use food and art to bring us together?</p> |
| Year 5 | <p><u>Typography & Maps</u></p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> | <p><u>Making Monotypes</u></p> <p>Combine the monotype process with painting and collage to make visual poetry zines.</p> | <p><u>Set Design</u></p> <p>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> |
| Year 6 | <p><u>2D Drawing to 3D Making</u></p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> | <p><u>Activism</u></p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> | <p><u>Shadow Puppets</u></p> <p>Explore how traditional and contemporary artists use cut-outs and shadow puppets.</p> |

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| Year 1 | Purple = Substantive Knowledge Green = Implicit Knowledge / Skills | | | | | | | |
| Purpose/ | 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. 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. | | | | | | | |
| Visual Literacy/ | Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates work. | | | | | | | |
| Articulation | All Pathways for Year 1 | | | | | | | |
| AUTUMN FOCUS: DRAWING AND SKETCHBOOKS | Drawing | Sketchbooks | Print-making | Painting | Collage | Making | VOCABULARY | I CAN STATEMENTS: |
| AccessArt Unit: <u>SPIRALS</u> | Understand drawing is a physical activity. | Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. | | | | | Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful | I Can... |
| ARTIST(S): Molly Haslund | Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. | Make a simple elastic band sketchbook. Personalise it. | | | | | Hand, Wrist, Elbow, Shoulder | <ul style="list-style-type: none"> I can draw from my fingertips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I can make choices about which colours I'd like to use in my drawing. I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. I can talk about what I like in my drawings, and what I'd like to try again. I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. I can take photos of my artwork. |
| DISCIPLINES: Drawing Collage Sketchbooks | Use colour (pastels, chalks) intuitively to develop spiral drawings. | Use sketchbooks to: Develop experience of primary and secondary colours Practice observational drawing Explore mark making | | | | | Graphite, Chalk, Pen Drawing Surface (Paper, Ground) 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 Reflect, Discuss, Share, Think | |
| SPRING FOCUS: SURFACE AND COLOUR | Drawing | Sketchbooks | Print-making | Painting | Collage | Making | VOCABULARY | I CAN STATEMENTS: |
| AccessArt Unit: <u>FLORA & FAUNA</u> | Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. | Develop experience of primary and secondary colours | | | Understand collage is the art of using elements of paper to make images | | Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting | <ul style="list-style-type: none"> I have enjoyed looking at art made by other artists inspired by flora and fauna. I can look closely at insects and plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own insects. I can cut out shapes in different colours, and use these shapes to |
| ARTIST(S): Eric Carle Joseph Redoute Jan Van Kessel | Pupils draw from first hand | Practice observational drawing | | | Understand we can create our | | | |

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| <p>DISCIPLINES: Drawing Collage Sketchbooks</p> | <p>observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon</p> | <p>Explore mark making</p> | | | <p>own papers with which to collage. Collage with painted papers exploring colour, shape and composition.</p> | | <p>Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss</p> | <p>make an insect or bug. I can think about its body parts and what I would like them to look like.</p> <ul style="list-style-type: none"> I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work. |
| <p>SUMMER FOCUS: WORKING IN THREE DIMENSIONS AccessArt Unit: <u>MAKING BIRDS</u> ARTIST(S): Andrea Butler DISCIPLINES: Sculpture Drawing Collage</p> | <p>Drawing Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> | <p>Sketchbooks Practice observational drawing Explore mark making</p> | Print-making | Painting | <p>Collage Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> | <p>Making Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making" Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p> | <p>VOCABULARY Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss</p> | <p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. I can drawn from life looking closely. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings and mix two or more different media together. I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. I can share my work with my classmates and teachers, and consider what was successful for me. |

| Year 2 | Purple = Substantive Knowledge Green = Implicit Knowledge / Skills | | | | | | | |
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| Purpose/ Visual Literacy/ Articulation | <p>Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. 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. 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> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention. Share responses to classmates work, appreciating similarities and differences. 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 & perspective. All Pathways for Year 2</p> | | | | | | | |
| AUTUMN FOCUS: DRAWING AND SKETCHBOOKS AccessArt Unit: <u>EXPLORE & DRAW</u> ARTIST(S): Rosie James Alice Fox DISCIPLINES: Drawing Sketchbooks Collage | Drawing Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Use drawing exercises to focus an exploration of | Sketchbooks Continue to build understanding that sketchbooks are places for personal experimentation Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. | Print-making | Painting | Collage Understand that we can combine collage with other disciplines such as drawing, printmaking and making. 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. Collage with drawings to create invented forms. Combine with making if appropriate. | Making | VOCABULARY 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 | I CAN STATEMENTS: <ul style="list-style-type: none"> • I have seen how some artists explore the world around them to help them find inspiration. • I can explore my local environment (school, home, etc) and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. • I can talk about what I collected, and how and why I arranged the things I collected. • I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes. • I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. • I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. • I can take photographs of my artwork and I can think about focus and light. • I can hold an object and I can make a drawing thinking about the way the object <i>feels</i>. • I can cut out and collage to explore composition. |

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| | <p>observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition.</p> | <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Make visual notes about artists studied.</p> | | | | | | |
| <p>SPRING FOCUS: SURFACE AND COLOUR</p> <p>AccessArt Unit: <u>EXPRESSIVE PAINTING</u></p> <p>ARTIST(S): Marela Zacarías Charlie Fench Vincent Van Gogh Cezanne</p> <p>DISCIPLINES: Painting Sketchbooks</p> | <p>Drawing</p> | <p>Sketchbooks</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation .</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <hr/> <p>Explore colour and colour mixing.</p> | <p>Print-making</p> | <p>Painting</p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary</p> | <p>Collage</p> | <p>Making</p> | <p>VOCABULARY</p> <p>Gesture, Gestural, Mark making, Loose, Evocative, Emotion,</p> <p>Intention, Exploration, Reaction, Response</p> <p>Personal, Imagination,</p> <p>Energy, Impression, Colour, Life, Shape, Form, Texture, Line</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues,</p> <p>Medium, Surface, Texture, Impasto</p> <p>Brush, Mark making Tools, Palette Knife, Home-Made</p> | <p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> • I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can start to share my response to the work of other artists. • I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. • I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. • I can use various home-made tools to apply paint in abstract patterns. I can be inventive. • I can make a loose drawing from a still life. • I can see colours and shapes in the still life. • I can use my gestural mark making with paint, and incorporate the |

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| | | | | <p>colours of different hues.</p> <p>Understand the concept of still life.</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.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p> | | | <p>Tools,</p> <p>Abstract, Explore, Invent, Discover, Reflect,</p> <p>Focus, Detail, Dissect, Imagine, Intention</p> <p>Still Life,</p> <p>Line, Rhythm, Gesture, Mark</p> <p>Composition, Positive shapes, Negative shapes</p> <p>Present, Share, Reflect, Discuss, Feedback,</p> | <p>colours and shapes in the still life to make an expressive painting.</p> <ul style="list-style-type: none"> I can share my experiments and final piece with others and share what I liked and what went well. I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. I can take a photograph of my final piece, thinking about focus and lighting. |
| <p>SUMMER FOCUS: WORKING IN THREE DIMENSIONS</p> <p>AccessArt Unit: <u>BE AN ARCHITECT</u></p> <p>ARTIST(S): Hundertwasser Zaha Hadid Heatherwick Studios</p> <p>DISCIPLINES: Architecture</p> | <p>Drawing</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> | <p>Sketchbooks</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Make visual notes about artists studied.</p> | <p>Print-making</p> | <p>Painting</p> | <p>Collage</p> | <p>Making</p> <p>Understand the role of an architect.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <hr/> <p>Use the Design through Making philosophy to construct with a variety of materials to make an</p> | <p>VOCABULARY</p> <p>Architect, Architecture, Designer, Maker</p> <p>Model, Scale,</p> <p>Response, Imagination, experience.</p> <p>Three Dimensional, Form, Structure,</p> <p>Wall, Floor, Window, Door, Roof, Relationship with Area, Community.</p> <p>Response, React, Colour, Form, Shape, Line, Pattern</p> <p>Model Making, Design through Making, Form, Structure, Balance,</p> | <p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I have explored the work of some architects. I have seen that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live. I can share how architecture makes me feel, what I like and what I think is interesting. I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. I have seen how architects use their imaginations to try to design buildings which make people's lives better and I can use my own imagination when thinking about architecture I might design. |

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| <p>Drawing</p> <p>Sketchbooks</p> <p>Collage</p> <p>Making</p> | | | | | | <p>architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> | <p>Experience, Construct, Construction, Tool, Element</p> <p>Present, Share, Reflect, Discuss, Feedback,</p> <p>Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p> | <ul style="list-style-type: none"> • I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. • I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. • I have seen that I don't need to design on paper first; that I can design as I make. • I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates. <p>I can used digital media to document my work, including taking photographs and short videos.</p> |
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| Year 3 | Purple = Substantive Knowledge Green = Implicit Knowledge / Skills | | | | | | | |
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| Purpose/ Visual Literacy/ Articulation | <p>To understand that visual artists look to other artforms for inspiration. 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. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 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> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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 & perspective. All Pathways for Year 3</p> | | | | | | | |
| AUTUMN FOCUS: DRAWING AND SKETCHBOOKS AccessArt Unit: <u>GESTURAL DRAWING WITH CHARCOAL</u> ARTIST(S): Heather Hansen Laura McKendry Edgar Degas DISCIPLINES: Drawing Sketchbooks | Drawing Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Understand that animators make drawings that move. Make marks using charcoal using hands as | Sketchbooks Continue to build understanding that sketchbooks are places for personal experimentation . Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Work in sketchbooks to: Explore the qualities of charcoal. Make visual | Print-making | Painting | Collage | Making | VOCABULARY 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 | I CAN STATEMENTS: <ul style="list-style-type: none"> I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. I can understand what Chiaroscuro is and how I can use it in my work. I can use light and dark tonal values in my work, to create a sense of drama. I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. I have taken photographs of my work, thinking about focus, lighting, and composition. I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel. |

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| | <p>tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> | <p>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.</p> <p>Develop mark making skills.</p> | | | | | | |
| <p>SPRING FOCUS: SURFACE AND COLOUR</p> <p>AccessArt Unit: <u>WORKING WITH SHAPE & COLOUR</u></p> <p>ARTIST(S): Henri Matisse Claire Willberg</p> <p>DISCIPLINES:</p> <p>Printmaking (Stencil/Screen Print)</p> <p>Collage</p> | <p>Drawing</p> | <p>Sketchbooks</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> | <p>Print-making</p> <p>Understand that screen prints are made by forcing ink over a stencil.</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.</p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to</p> | <p>Painting</p> | <p>Collage</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <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.</p> | <p>Making</p> | <p>VOCABULARY</p> <p>"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share</p> <p>Cut, Direct, Try, Explore, Test,</p> <p>Colour, Shape, Elements, Composition, Arrange</p> <p>Negative, Positive, Shape</p> <p>Photograph, Composition, Lighting, Focus,</p> <p>Present, Share, Reflect, Respond, Feedback</p> | <p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can explore an artwork through looking, talking and drawing. I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. I can cut shapes directly into paper, using scissors, inspired by the artwork. I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. I can add to my collage, using line, colour and shape made by stencils. I can explore negative and positive shapes. I can take photographs of my work. <p>I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> |

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| | | <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.</p> <p>Develop mark making skills.</p> <p>Brainstorm animation ideas.</p> | develop meaning. | | | | | |
| <p>SUMMER FOCUS: WORKING IN THREE DIMENSIONS</p> <p>AccessArt Unit: <u>TELLING STORIES THROUGH DRAWING AND MAKING</u></p> <p>ARTIST(S): Rosie Hurley Inbal Leitner Roald Dahl Quentin Blake</p> <p>DISCIPLINES: Drawing Sculpture Sketchbooks</p> | Drawing | Sketchbooks | Print-making | Painting | Collage | Making | VOCABULARY | I CAN STATEMENTS: |
| | | <p>Continue to build understanding that sketchbooks are places for personal experimentation .</p> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> | | <p>Understand that we can create imagery using natural pigments and light.</p> <hr/> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).</p> | | <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>An armature is an interior framework which support a sculpture.</p> | <p>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out</p> <p>Respond Response</p> <p>Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture</p> <p>Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality</p> <p>Present, Share, Reflect, Respond, Feedback,</p> <p>Photograph, Lighting, Composition, Focus, Intention,</p> | <ul style="list-style-type: none"> I have seen how artists are inspired by other artists often working in other art forms. I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist’s work. I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. I can share my feedback about my classmates work. I can take photographs of my work thinking about focus, background and lighting. |

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| | | <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.</p> <p>Develop mark making skills.</p> | | | | <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p> | | |
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| Year 4 | Purple = Substantive Knowledge Green = Implicit Knowledge / Skills | | | | | |
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| Purpose/ Visual Literacy/ Articulation | <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.</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>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 & perspective.</p> <p>All Pathways for Year 4</p> | | | | | |
| AUTUMN FOCUS: DRAWING AND SKETCHBOOKS AccessArt Unit: <u>STORYTELLING</u> <u>THROUGH DRAWING</u> ARTIST(S): Laura Carlin Shaun Tan DISCIPLINES: Drawing Sketchbooks | Drawing <p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <hr/> <p>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.</p> <p>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.</p> <p>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</p> | Sketchbooks <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Test and experiment with materials.</p> <p>Reflect.</p> | Painting | Making | VOCABULARY <p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p> <p>Poetry, Prose, Stage, Arrange</p> <p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</p> <p>Composition, Sequencing, Visual Literacy, Narrative</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | I CAN STATEMENTS: I Can... <ul style="list-style-type: none"> • I have explored the work of artists who tell stories through imagery. • I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts. • I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work. • I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. • I can use line, shape, and colour using a variety of materials to test my ideas. • I can think about how I might use composition, sequencing, mark making and some text in my drawings. • I can create a finished piece which contains sequenced images to describe a narrative. • I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. • I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. • I can take a photograph of my work, thinking about lighting and focus. |

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| | creating drawings with energy and feeling. | | | | | |
| SPRING FOCUS: SURFACE AND COLOUR AccessArt Unit: <u>EXPLORING PATTERN</u> ARTIST(S): Rachel Parker Shaheen Ahmed Andy Gilmore Louise Despont DISCIPLINES: Drawing Collage Design | Drawing 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. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. | Sketchbooks Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Use sketchbooks to: Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect. | Painting | Making | VOCABULARY 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, | I CAN STATEMENTS: <ul style="list-style-type: none"> I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter. I can work in my sketchbooks to explore how I can make drawings inspired by “rules.” I can generate lots of different types of patterns. I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. or <ul style="list-style-type: none"> I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition. or <ul style="list-style-type: none"> I can fold paper and use pattern to make an object which other people can respond to. I can present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work. I can take photographs of my work. |
| SUMMER FOCUS: WORKING IN THREE DIMENSIONS AccessArt Unit: <u>FESTIVAL FEASTS</u> ARTIST(S): Claes Oldenberg Lucia Hierro Nicole Dyer | Drawing | Sketchbooks Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Use sketchbooks to: Practise drawing skills. Make visual notes to record ideas and processes discovered | Painting To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. | Making 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. Develop our construction skills, creative thinking and resilience skills by | VOCABULARY 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, | I CAN STATEMENTS: <ul style="list-style-type: none"> I have explored the work of artists who are inspired by food and I can share my responses with the class. I can use my sketchbook to record and reflect how the artist’s work makes me feel. I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. I can make a sculpture of food, understanding that by working in 3d |

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| <p>DISCIPLINES:</p> <p>Sculpture</p> <p>Painting</p> <p>Drawing</p> <p>Collage</p> <p>Sketchbooks</p> | | <p>through looking at other artists.</p> <p>Test and experiment with materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Reflect.</p> | | <p>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.</p> <p>To combine modelling with construction using mixed media and painting to create sculpture.</p> | <p>Composition,</p> | <p>my sculpture will be seen from different viewpoints.</p> <ul style="list-style-type: none"> • I can explore and experiment using “Design through Making”, and I can discover how I can transform and construct with different materials to make my sculpture. • I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each other’s’ ideas. • I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers. • I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. |
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| Year 5 | Purple = Substantive Knowledge Green = Implicit Knowledge / Skills | | | | | | |
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| Purpose/ Visual Literacy/ Articulation | <p>Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. 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> <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..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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 & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p> | | | | | | |
| AUTUMN FOCUS: DRAWING AND SKETCHBOOKS AccessArt Unit: <u>TYPOGRAPHY AND MAPS</u> ARTIST(S): Louise Fili Grayson Perry Paula Scher Chris Kenny DISCIPLINES: Design: Typography Drawing Collage Sketchbooks | Drawing Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to | Sketchbooks Use sketchbooks to: Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied. | Print-making | Painting | Making | VOCABULARY Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | I CAN STATEMENTS: <ul style="list-style-type: none"> • I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • I have seen how other artists work with typography and have been able to share my thoughts on their work. • I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. • I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. • I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. • I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. • I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. • I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements |

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| | 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. | | | | | | and typography to express themes which are important to me. <ul style="list-style-type: none"> I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers. |
| SPRING FOCUS: SURFACE AND COLOUR AccessArt Unit: <u>MAKING MONOTYPES</u> ARTIST(S): Kevork Mourad DISCIPLINES: Printmaking (Monotype) Drawing Painting Collage Sketchbooks | Drawing Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform | Sketchbooks Use sketchbooks to: Brainstorm ideas generated when reading poetry or prose. Make visual notes to capture, consolidate and reflect upon the artists studied. | Print-making 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. 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. | Painting See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. | Making Understand that set designers can design/make sets for theatres or for animations. | VOCABULARY Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | I CAN STATEMENTS: <ul style="list-style-type: none"> I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work. I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later. I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry. I can use my sketchbook to explore my ideas. I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. I can share my thinking and outcomes with my classmates. I can listen to their views and respond. I can share my response to the artwork made by my classmates. I can photograph my work, thinking about lighting, focus and composition. |
| SUMMER FOCUS: WORKING IN THREE DIMENSIONS AccessArt Unit: <u>SET DESIGN</u> | Drawing Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform | Sketchbooks Use sketchbooks to: Explore mark making. | Print-making | Painting | Making Understand that set designers can design/make sets for theatres or for animations. | VOCABULARY Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, | I CAN STATEMENTS: <ul style="list-style-type: none"> I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. |

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| <p>ARTIST(S): Rae Smith Fausto Melotti Tiny Inventions Rose Hurley Gabby Savage-Dickson</p> <p>DISCIPLINES: Set Design Making Drawing Sketchbooks</p> | <p>(though not design) set design (see column 6 "making").</p> | <p>Brainstorm ideas generated when reading poetry or prose.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</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.</p> | | | <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.</p> <hr/> <p>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p> | <p>Vision, Mood, Drama, Narrative</p> <p>Lighting, Composition, Foreground, Background,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> | <ul style="list-style-type: none"> • I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. • I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. • I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. • I can appreciate the artwork made by my classmates and share my response to their work. • I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. • I can use my animation set as backdrop to an animation. |
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| Year 6 | Purple = Substantive Knowledge Green = Implicit Knowledge / Skills | | | | | | |
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| Purpose/ Visual Literacy/ Articulation | <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.</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>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 & perspective.</p> | | | | | | |
| AUTUMN FOCUS: DRAWING AND SKETCHBOOKS AccessArt Unit: <u>2D to 3D MAKING</u> ARTIST(S): Lubaina Himid Claire Harrup DISCIPLINES: Design: Drawing Sculpture Graphic Design Collage Sketchbooks | Drawing Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. <hr/> Explore using negative and positive space to "see" and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. | Sketchbooks Use sketchbooks to: Practise seeing negative and positive shapes. Using the grid method to scale up an image. Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied. | Print-making | Painting Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function. | Making | VOCABULARY 2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance | I CAN STATEMENTS: <ul style="list-style-type: none"> I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. I can use negative space and the grid method to help me see and draw. I can explore typography and design lettering which is fit for purpose. I can transform my drawing into a three dimensional object. I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work. I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition. |

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| | Use collage to add tonal marks to the "flat image". | | | | | | |
| SPRING FOCUS: SURFACE AND COLOUR AccessArt Unit: <u>PRINT & ACTIVISM</u> ARTIST(S): Luba Lukova Faith Ringgold Shepard Fairey DISCIPLINES: Printing Collaging Drawing | Drawing | Sketchbooks | Print-making | Painting | Making | VOCABULARY | I CAN STATEMENTS: |
| | | Use sketchbooks to: Practise seeing negative and positive shapes. 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? Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied. | 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. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. 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. Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Or create a zine using similar methods. | | | PRINT & ACTIVISM Activism Voice Message Community Poster Zine Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, | PRINT & ACTIVISM <ul style="list-style-type: none"> I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. I have explored how I can find out what I care about, and find ways I might share my ideas with us. I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. I can create visuals and text which communicate my message. I can use line, shape and colour to make my artwork. I can use typography to make my messages stand out. I can combine different techniques such as print, collage and drawing. I can reflect and articulate about my own artwork and artwork made by my classmates. |

| SUMMER FOCUS: | Drawing | Sketchbooks | Print-making | Painting | Making | VOCABULARY | I CAN STATEMENTS: |
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| <p>WORKING IN THREE DIMENSIONS</p> <p>AccessArt Unit: <u>BRAVE COLOUR</u></p> <p>ARTIST(S): Olafur Eliasson Yinka Ilori Morag Myerscough Liz West</p> <p>DISCIPLINES: Installation Art Sketchbooks</p> | | <p>Use sketchbooks to:</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> | | <p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between shape and pattern and 3d form and function.</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.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</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."</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.</p> | <p>Sketchbook</p> <p>Visual notes</p> <p>Colour</p> <p>Installation Art, Immersive, Participate, Context, Environment, Viewer,</p> <p>Light, Colour, Form, Structure, Sound, Senses, Sculptural installation</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | <ul style="list-style-type: none"> • I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others. • I can respond to a creative challenge or stimulus, research the area, and make a creative response. • I can create a 3d model or 2d artwork which shares my vision with others. • I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect. • I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback. • I can listen to the creative ideas of others, and share my feedback about their work. • I can take photos of my artwork, thinking about focus, lighting and composition. |