

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)

- To begin to use a variety of mark making tools.
- To understand they can use lines to enclose a space to represent objects/ people.
- To use drawings to tell a story.

Autumn

Self portraits
 Making cards
 Sketch still fruit
 Henna designs on black paper with metallic pens

Spring

Draw and paint houses.

Summer

Vegetable drawings
 Chick and duck drawings
 Cotton wool and green pencil pictures (beanstalk)

Colour (painting, ink, dye, textiles, pencils, crayon, pastels)

- To explore colours and how they can be changed.
- To use a range of tools to make coloured marks.
- To learn and name the colours.
- To choose particular colours to use for a purpose.

Autumn

Colour mixing Paint fruit
 Finger painting trees
 Christmas cards
 Pasta necklaces – painting
 Chalk firework pictures
 Cotton bud fireworks

Spring

Draw and paint houses.
 Handprint butterflies - colour mixing
 Rainbow painting – colour mixing
 Frogs – colour mixing
 Q tip trains

Summer

Henri Matisse snail
 Butterfly printing
 Cotton wool and green pencil pictures (beanstalk)

Form (3D work, clay, dough, boxes, wire, paper sculpture)

- Use different construction materials.
- To begin to construct, stacking blocks vertically and horizontally,
- making enclosures and creating spaces.
- Manipulate materials to achieve a planned effect.

Autumn

Junk Modelling
 Making telephones
 Playdough – spice
 Junk modelling bats/split pin frogs
 Pasta necklaces
 Christmas wreaths
 Popsicle stick ornament
 Cotton bud fireworks
 Diva lamps

Spring

Paper plate cars
 Tissue paper ducks
 Dragon mask
 Stick, brick and straw houses

Texture (textiles, collage, clay, sand, plaster, stone)

- To show interest in the texture of things.
- Experiments to create different textures.
- To handle and manipulate different media and materials.

Autumn

Chalk firework pictures
 Salt/paint fireworks
 Christmas tree – natural art
 Collage wedding dress

Spring

Tissue paper ducks
 Stick, brick and straw houses

Summer

Royal family collage
 Textured paintings
 Harp making – cutting and threading

Pattern (paint, pencil, textiles, clay, printing)

- To create simple patterns.
- To create repeating patterns.

Autumn

Sponge printing
 Printing in playdough
 Finger painting trees
 Christmas wrapping paper

Spring

Henri Matisse snail
 Potato stamp ladybirds
 Brown paint and cornflour patterns

Summer

Cotton wool and green pencil pictures (beanstalk)

Printing (found materials, fruit/veg, wood blocks, press print, lino, string)

- To print with a variety of objects.
- Print with block colours.
- Tracing and rubbings over different objects and materials.

Autumn

Sponge printing owls
 Printing in playdough
 Handprint dinosaurs
 Printing fireworks
 Christmas wrapping paper

Spring

Fork printing chickens
 Potato stamp ladybirds
 Handprint butterflies

Summer

Butterfly printing

Year One	Autumn 1	Spring 1	Summer
	Spirals	Exploring Watercolour	Making Birds
	Overview ART Thread: Drawing Enquiry Question: How can we use our whole bodies to make drawings?	ART Thread: Painting Enquiry Question: How can we use the properties of watercolour to make experimental images?	ART Thread: drawing, Sculpture, Enquiry Question: How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?
	Unit Details  <p>In this unit children explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. They begin to explore mark-making and experiment with how they can use the marks they make in their drawings.</p> <p>They are introduced to the fact that they can make drawings because of observation and without a seen subject matter. (i.e. from action or imagination) . The focus of the exploration is around spirals which lends itself to conversations around growth, movement, and structure. Children are introduced to sketchbooks as a place of personal exploration</p>	Unit Details <p>In this unit children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting.</p> 	Unit Details <p>In this unit children develop their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children then explore how they can manipulate their drawings to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally create an individual bird.</p> 
	Key Concepts That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.	Key Concepts That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.	Key Concepts That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from similar stimulus or starting point but end up with very different individual results. That the individual results can then be brought together to make a whole artwork.
Artists Molly Haslund 	Artists Paul Klee, Emma Burleigh	Artists Andrea Butler	

Art Pieces	<p>By the end of the unit, children will have created spiral sketches from observation of shells and a second piece that uses water soluble pens to create pictures that focus on line, texture and light and dark areas.</p>	<p>By the end of the unit, children will have created a watercolour painting that is then enhanced by mixed media enhancements.</p> 	<p>Children make observational sketches of feathers and birds using a variety of media and techniques. Children learn how to manipulate paper to create 3d structures and their final piece will be a 3d bird based on one of their sketches.</p> 
End points	<p>I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line I have a sketchbook and I feel like it belongs to me. I can draw from observation 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 have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. I can make choices about colours 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.</p>	<p>I can explore watercolour and understand the different effects I can achieve. I can work without an end goal in mind – letting the paint lead me. I have had the opportunity to see the work of other artists who use watercolour and share my thoughts about their work. I can name and use primary colours and begin to understand how colours mix to make secondary colours. I can understand that we all see different things in the artwork we make. We all have a different response. I can think about the marks I make and develop them further.</p>	<p>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 draw 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 and evaluate my work with my classmates</p>
Knowledge and Skills	<p>Understand drawing is a physical activity. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Practice observational drawing</p>	<p>Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Explore mark making. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Develop experience of primary and secondary colours Respond to your painting and try to “imagine” an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>	<p>Understand collage is the art of using elements of paper to make images. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.] Understand we can create our own papers with which to collage. 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. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture Practice observational drawing Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p>

Curriculum Links	ART: Mark making and collage (EYFS) ART: Colour exploration (EYFS) ART: Firework Designs (shapes on the page – EYFS) SCIENCE: Everyday materials (Y1) SCIENCE: Materials (Y2)	ART: Mark making and use of tools to paint (EYFS) ART: Colour exploration (EYFS) ART: Spirals - use of mark making and tools to paint (Y1) ART: Spirals - Use of Sketchbooks (Y1) ART: Spirals – Artists study and visual notes	ART: Mark making and collage (EYFS) ART: Colour exploration (EYFS) ART: Creating models (EYFS) ART: Use of Sketchbooks (Y 1) ART: Artist's study and visual notes (DT) 3D Structures – Castles – (Y1) (PSHE) Managing mistakes – (Y1) SCIENCE: Everyday materials (Y1) SCIENCE: Materials (Y2)
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Year Two	Overview	<h3>Explore and Draw</h3> <p>ART Thread: Drawing, collage, sketchbooks Enquiry Question: How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</p>	<h3>Exploring the world through Monoprint.</h3> <p>ART Thread: printmaking, drawing, collage Enquiry Question: How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats</p>	<h3>Music and Art</h3> <p>ART Thread: Drawing, Making, Collage Enquiry Question: What is the connection between art and music? How can we use one to inspire the other?</p>
	Unit Details	 <p>In this unit children are introduced to the idea that artists can be collectors: Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p>	 <p>Building on the exploration of drawing in Autumn term 1, this unit starts with two explorations of drawing – one drawing from photographs or film, and two drawing from small, closely observed objects. In both sessions pupils develop drawing and mark making skills. Children are then introduced to mono print. They explore the work of an artist who uses mono print in his own work and are introduced to a simple mono print technique.</p>	 <p>In this unit children are introduced to the idea that artists are often inspired by other art forms – in this case music and the visual arts. Children explore how artists have used sound to inspire their artwork, and then go on to experiment with how they can use their mark making skills to both be influenced by, and to capture, the expression in music.</p>
	Key Concepts	<p>That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.</p> <p>That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking.</p> <p>That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</p> <p>We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</p>	<p>When we make mono prints we use mark making to create one off prints.</p> <p>When we make mono prints we create an impression of a drawing.</p> <p>That we can generate playful narratives and inventions through drawing.</p> <p>That we understand that using a range of marks will generate different effects when creating mono prints.</p> <p>That we can create creative responses to different stimuli and make the work our own.</p>	<p>That artists sometimes use sound to inspire their work.</p> <p>That artists sometimes work in partnership with musicians.</p> <p>That we can use both aural and visual senses to make art.</p> <p>That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive.</p> <p>That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.</p>

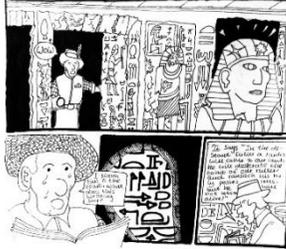
Artists	Rosie James, Alice Fox	Xgaoc'o X'are, Leonardo Di Vinci	Tomoko Kawao. Kandinsky
Art Pieces	 <p>Children will apply their skills to create 'autumn floor' drawings, considering composition of fallen leaves and twigs on a forest floor. They will experiment with a range of different media, including wax resist, watercolour and ink.</p> 	 <p>Children will create two monoprints, the first inspired by the natural world (animals) and the second inspired by the inventions of Leonardo DaVinci.</p>	 <p>Children will create a piece in response to a piece of classical music. They will express their emotional response to the music, using Kandinsky's or Kawao's style.</p>
End points	<p>I have seen how some artists explore the world around them to help them find inspiration.</p> <p>I can explore my local environment and collect things which catch my eye. I can explore composition by arranging the things that I have collected.</p> <p>I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</p> <p>I can hold an object and I can make a drawing thinking about the way the object feels.</p> <p>I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawing I can work small in my sketchbook, exploring how I can use line, shape and colour in my work.</p> <p>I can cut out and collage to explore composition.</p> <p>I can evaluate my work.</p>	<p>I can make drawings using photos from films as my source material. I can look closely, and work in my sketchbook to make drawings using soft pencil or handwriting pen.</p> <p>I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.</p> <p>I can think carefully about which marks I will include in my drawing.</p> <p>I can listen to others talking about their work, and sometimes I can add my thoughts.</p> <p>I have seen what a mono print is and have explored the work of an artist who uses mono print. I can share my thoughts on the artists work.</p> <p>I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting.</p>	<p>I have seen how some artists are inspired by other artforms such as music. I can share my response to their work, and listen to others.</p> <p>I can listen to sounds, and use my mark making skills to make marks in response.</p> <p>I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing.</p> <p>I can use my imagination and work on a larger scale to make drawings of the journey that a piece of music is taking, I can collage and layer effects to express the feelings and complexities in a piece of music.</p> <p>I can share my work with the class.</p> <p>I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work, and talk about my response to their work</p>

Year Three	Knowledge and Skills	<p>Understand that we can use different media to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing.</p> <p>Use exercises to explore observational drawing and experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Collage with drawings to create invented forms.</p> <p>Explore quality of line, texture and shape.</p> <p>Explore the qualities of different media</p> <p>Create final collaged drawings which explore composition.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Explore colour and colour mixing.</p> <p>Make visual notes about artists studied</p> <p>Use the observational drawings to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape</p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>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>Make drawings inspired by sound.</p> <p>Explore the qualities of different media.</p> <p>Explore colour and colour mixing.</p> <p>Make visual notes about artists studied.</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p> <p>Reflect upon the artists' work and share your response verbally ("I liked...").</p>
		Curriculum Links	<p>ART: Use of mark making and tools to paint (Y1/EYFS)</p> <p>ART Exploring Watercolour: Use of painting and drawing skills (Y 1)</p> <p>ART Making Birds: Observational drawing skills</p> <p>ART Use of Sketchbooks (Y 1)</p> <p>ART Artist's study and visual notes (Y 1)</p> <p>(PSHE) Managing mistakes – (Y1)</p>	<p>ART: Mark making and use of tools to paint (EYFS)</p> <p>ART: Spirals - use of mark making and tools to paint</p> <p>ART: Exploring Watercolour: Use of painting and drawing skills (Y1)</p> <p>ART: Explore and Draw' Drawing, observation and exploration skills (Y2)</p> <p>ART: Use of Sketchbooks (Y1 and Y2)</p> <p>ART: Artist's study and visual notes (Y1 and Y2)</p> <p>(PSHE) Managing mistakes – (Y1)</p>

Year Three	Overview	Gestural drawing with Charcoal	Cloth, Thread and Paint	Telling Stories through Drawing and Making
		<p>ART Thread: Drawing,, sketchbooks</p> <p>Enquiry Question: How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</p>	<p>ART Thread: Painting, sewing, drawing, sketchbooks</p> <p>Enquiry Question: How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?</p>	<p>ART Thread: drawing, sculpture,</p> <p>Enquiry Question: How can we create 3-dimensional characters inspired by characters in film and fiction?</p>

Unit Details	 <p>In this unit, children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p>	<p>In this unit children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists make work in response to landscapes. Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.</p> 	 <p>The unit begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.</p>
Key Concepts	<p>That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>	<p>That artists can combine art and craft using painting and sewing together to make art. That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p>	<p>That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</p>
Artists	Heather Hansen, Laura McKendry, Edgar Degas	Alice Kettle, Hannah Rae	Rosie Hurley, Inbal Leitner, Quentin Blake
Art Pieces	 <p>Children will start by learning about Cave inspired handprint art with charcoal before applying their skills to create dramatic 'cave' paintings (linked to history) in a box, to create 3d effects from 2d pieces of work,</p> 	 <p>Children will create a fabric final piece in response to land and seascapes. They will combine paint and stitch work to create the colour, texture and energy inspired by the stimulus.</p>	<p>Children will make sketched and sculptural equivalents of characters from film and literature.</p> 

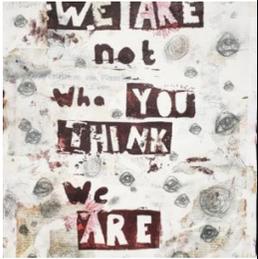
End points	<p>I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</p> <p>I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</p> <p>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p> <p>I can understand what Chiaroscuro is and how I can use it in my work.</p> <p>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.</p> <p>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.</p>	<p>I have explored how artists combine media and use them in unusual ways to make art. I can share my response to their work. I can use my sketchbook to make visual notes capturing ideas that interest me. I can use my sketchbook to test ideas and explore colour and mark making.</p> <p>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p> <p>I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.</p> <p>I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.</p>	<p>I have seen how artists are inspired by other artists often working in other artforms.</p> <p>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</p> <p>I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</p> <p>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p> <p>I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</p> <p>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.</p> <p>I can share my feedback about my classmates work.</p> <p>I can take photographs of my work thinking about focus, background and lighting.</p>
	Knowledge and Skills	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p>Understand that animators make drawings that move.</p> <p>Make marks using charcoal using hands as 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>Develop mark making skills by deconstructing the work of artists.</p> <p>Explore the qualities of charcoal. Develop mark making skills. 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>Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting.</p> <p>Develop mark making skills by deconstructing the work of artists</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>
Curriculum Links	<p>ART: Mark making and collage (EYFS)</p> <p>ART: Colour exploration (EYFS)</p> <p>ART: Firework Designs (shapes on the page – EYFS)</p> <p>SCIENCE: Everyday materials (Y1)</p> <p>SCIENCE: Materials (Y2)</p>	<p>ART: Mark making and use of tools to paint (EYFS)</p> <p>ART: Colour exploration (EYFS)</p> <p>ART: Spirals - use of mark making and tools to paint (Y1)</p> <p>ART: Spirals - Use of Sketchbooks (Y1)</p> <p>ART: Spirals – Artists study and visual notes</p>	<p>ART: Mark making and collage (EYFS)</p> <p>+</p> <p>-ART: Exploring Watercolour: Use of painting and drawing skills</p> <p>ART: Use of Sketchbooks (Y 1)</p> <p>ART: Artist's study and visual notes</p> <p>(DT) 3D Structures – Castles – (Y1)</p> <p>(PSHE) Managing mistakes – (Y1)</p> <p>SCIENCE: Everyday materials (Y1)</p> <p>SCIENCE: Materials (Y2)</p>

Year Four	Overview	Storytelling through Drawing	Exploring Still Life	Structure, Inventiveness and Determination.
	ART Thread: Drawing, Sketchbooks	ART Thread: Painting, drawing, collage, sketchbooks, relief	ART Thread: Painting, drawing, collage, sketchbooks, relief	ART Thread: Painting, drawing, collage, sketchbooks, Enquiry Question: Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture?
	Enquiry Question: How can we create visual narratives inspired by poetry or prose?	Enquiry Question: How can we use drawing, painting and collage skills to create still life images?	Enquiry Question: How can we use drawing, painting and collage skills to create still life images?	Enquiry Question: Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture?
	Unit Details	<p>In this unit children explore how we can create sequenced imagery to share and tell stories. The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work.</p> 	<p>In this unit children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects. Along the way children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p> 	<p>In this unit children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it feels to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or "wrong or right".</p> 
	Key Concepts	<p>That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p>	<p>That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years and is still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media: drawing, painting, collage, relief... That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</p>	<p>That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.</p>
Artists	Laura Carlin, Shaun Tan	Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Marcus Coates	
Art Pieces	<p>The final piece involves the creation of an accordion book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories.</p> 	<p>Children create still life collages, exploring texture, line and colour using mixed media.</p> 	<p>Children will make experimental drawings of birds nests, before building a sculpture of a nest, using their sketches as a stimulus.</p> 	

	End points	<p>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.</p>	<p>I have explored the work of contemporary and more traditional artists who work within the still life genre. I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them. I can use my sketchbook to make visual notes, record and reflect. I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</p>	<p>I have seen how we can learn about ourselves through art. I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing. I can use a variety of drawing materials to make experimental drawings based upon observation. I can construct with a variety of materials to make a sculpture. I can see my personality in what I have made. 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 appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. I can take photographs of my work thinking about presentation, focus and lighting</p>
		Knowledge and Skills	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. 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. Practise drawing skills Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Make visual notes to record ideas and processes discovered through looking at other artists</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Practise drawing skills To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Test and experiment with materials Brainstorm pattern, colour, line and shape</p>
Curriculum Links	<p>ART: Mark making and collage (EYFS) ART: Colour exploration (EYFS) ART: Firework Designs (shapes on the page – EYFS) SCIENCE: Everyday materials (Y1) SCIENCE: Materials (Y2)</p>	<p>ART: Mark making and use of tools to paint (EYFS) ART: Colour exploration (EYFS) ART: Spirals - use of mark making and tools to paint (Y1) ART: Spirals - Use of Sketchbooks (Y1) ART: Spirals – Artists study and visual notes</p>	<p>ART: Mark making and collage (EYFS) ART: Colour exploration (EYFS) ART: Creating models (EYFS) ART: Exploring Watercolour: Use of painting and drawing skills ART: Artist's study and visual notes (DT) 3D Structures – Castles – (Y1) (PSHE) Managing mistakes – (Y1) SCIENCE: Everyday materials (Y1) SCIENCE: Materials (Y2)</p>	

Art Pieces	 <p>Children will explore typography and maps; they will create a final piece of a visual and 3 dimensional map.</p>	 <p>Children build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.</p>	 <p>Pupils develop their mark making skills through a simple warm up exercise, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a "zine",</p>
End points	<p>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.</p> <p>I have seen how other artists work with typography and have been able to share my thoughts on their work.</p> <p>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.</p> <p>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.</p> <p>I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.</p> <p>I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them.</p> <p>I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</p>	<p>I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations.</p> <p>I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.</p> <p>I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p> <p>I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work.</p> <p>I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.</p> <p>I can share my journey and discoveries with others and am able to reflect upon what I have learnt.</p> <p>I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>I can use my sketchbook to explore my ideas.</p> <p>I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.</p> <p>I can share my thinking and outcomes with my classmates. I can listen to their views and respond.</p> <p>I can share my response to the artwork made by my classmates.</p> <p>I can photograph my work, thinking about lighting, focus and composition.</p>
Knowledge and Skills	<p>Understand that designers create fonts and work with Typography.</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <p>Create fonts inspired by objects/elements around you.</p> <p>Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Explore mark making.</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved</p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.</p> <p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Brainstorm ideas generated when reading poetry or prose.</p> <p>To explore how print is combined with paint and collage to create a cohesive artwork.</p>

Curriculum Links	ART: Mark making and collage (EYFS) ART: Colour exploration (EYFS) ART: Firework Designs (shapes on the page – EYFS) SCIENCE: Everyday materials (Y1) SCIENCE: Materials (Y2)	ART: Mark making and use of tools to paint (EYFS) ART: Colour exploration (EYFS) ART: Spirals - use of mark making and tools to paint (Y1) ART: Spirals - Use of Sketchbooks (Y1) ART: Spirals – Artists study and visual notes	ART: Mark making and collage (EYFS) ART: Colour exploration (EYFS) ART: Creating models (EYFS) ART: Use of Sketchbooks (Y 1) ART: Artist's study and visual notes (DT) 3D Structures – Castles – (Y1) (PSHE) Managing mistakes – (Y1) SCIENCE: Everyday materials (Y1) SCIENCE: Materials (Y2)
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Year Six	Overview	2d Drawing to 3D Making ART Thread: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks Enquiry Question: How can we transform 2d drawings into 3d objects?	Exploring Identity ART Thread: collaging drawing, sketchbooks, Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?	Activism ART Thread: printing, collaging, drawing Enquiry Question: How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better
	Unit Details	<p>This pathway involves working towards a piece of sculpture, This will allow children to explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object.</p>  <p>Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece.</p> <p>The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing. The graphic design packaging project includes typography.</p>	<p>In this pathway children are introduced to artists who explore their identity within their art. Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.</p>  <p>Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.</p>	<p>In this pathway children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. The class will make posters using using collage, print and drawing.</p> 

Key Concepts	<p>That drawing and making have a close relationship. That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.</p> <p>That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern, and composition to help us create our artwork.</p> <p>That we can use methods such as the grid method and looking at negative space to help us draw.</p> <p>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</p>	<p>That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</p> <p>That people are the sum of lots of different experiences, and that through art we can explore our identity.</p> <p>That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p> <p>That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p>	<p>That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</p> <p>That artists acting as activists often use print because it allows them to duplicate and distribute their message.</p> <p>That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</p> <p>That through art as activism we can come together.</p>
Artists	Lubaina Himid, Claire Harrup	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Luba Lukova, Faith Ringgold, Shepard Fairey
Art Pieces	 <p>Children will explore typography and maps; they will create a final piece of a visual and 3-dimensional map.</p>	<p>Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.</p> 	<p>The class will make posters that convey a powerful message, using collage, print and drawing.</p> 
End points	<p>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.</p> <p>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.</p> <p>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.</p> <p>I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</p>	<p>I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.</p> <p>I can use my curiosity to think about how I might adapt techniques and processes to suit me. I can use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.</p> <p>I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</p>	<p>I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>I have explored how I can find out what I care about, and find ways I might share my ideas with us.</p> <p>I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.</p> <p>I can create visuals and text which communicate my message.</p> <p>I can use line, shape and colour to make my artwork.</p> <p>I can use typography to make my messages stand out.</p> <p>I can combine different techniques such as print, collage and drawing.</p> <p>I can reflect and articulate about my own artwork and artwork made by my classmates.</p>

	Knowledge and Skills	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the “flat image”.</p> <p>Using the grid method to scale up an image.</p> <p>Practise seeing negative and positive shapes.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied</p>	<p>Understand that designers & makers sometimes work towards briefs, but always bring their own experience in the project to bear.</p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. 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 Explore combinations and layering of media makes you you? How can you find visual equivalents for the words in your head?</p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied Use screen printing and/or mono printing over collaged and painted sheets to create your piece of activist art. Explore combinations and layering of media. What makes you you?</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p>
Curriculum Links		<p>ART: Mark making and collage (EYFS)</p> <p>ART: Colour exploration (EYFS)</p> <p>ART: Firework Designs (shapes on the page – EYFS)</p> <p>SCIENCE: Everyday materials (Y1)</p> <p>SCIENCE: Materials (Y2)</p>	<p>ART: Mark making and use of tools to paint (EYFS)</p> <p>ART: Colour exploration (EYFS)</p> <p>ART: Spirals - use of mark making and tools to paint (Y1)</p> <p>ART: Spirals - Use of Sketchbooks (Y1)</p> <p>ART: Spirals – Artists study and visual notes</p>	<p>ART: Mark making and collage (EYFS)</p> <p>ART: Colour exploration (EYFS)</p> <p>ART: Creating models (EYFS)</p> <p>ART: Use of Sketchbooks (Y 1)</p> <p>ART: Artist's study and visual notes</p> <p>(DT) 3D Structures – Castles – (Y1)</p> <p>(PSHE) Managing mistakes – (Y1)</p> <p>SCIENCE: Everyday materials (Y1)</p>