

Christ Church Upper Armley Primary School

Art and Design Curriculum Intent and Overview

In partnership to **Educate, Nurture & Empower**



Art Curriculum at Christ Church Upper Armley Primary School

At Christ Church Upper Armley Primary School we aspire for all children to be equipped with a broad knowledge and skill base with the intent of sparking their imagination and empowering them to become confident artists with a 'can do' approach. Our curriculum creates opportunities for pupils to explore many different aspects of making, helping them understand the ways art connects us with our past, helps us embrace the present, and empowers us to shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Our focus is equipping pupils with the knowledge and skills to experiment, invent and create their own works of art. Through this progressive curriculum, pupils will be able to think critically and develop a more rigorous understanding of art and design. Our curriculum is about opening up what art is, giving pupils lots of different kinds of opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks. We want to introduce pupils to a wide variety of artists, designers and craftspeople from across the world and we do so through a series of 'Talking Points' resources that juxtapose diverse contemporary artists with more traditional artists. We study artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world.

National curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

Early Years Foundation Stage

At Christ Church Upper Armley we develop young children's artistic and cultural awareness to support their imagination and creativity. The table below outlines which statements from the 2020 Development Matters (DM) are prerequisite skills for Art and music within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework to match the programme of study for Art and Design. The most relevant statements for history are taken from the Specific Area of Learning: **Expressive Arts and Design**. The Expressive Arts and Design EYFS Statutory Educational Programme outlines:

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe". - EYFS Framework (2021), pg 10.

EYFS Art DM/ELG			Art Skills (links to NC)	Vocabulary	Key Texts
Reception	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources, and skills. 	<ul style="list-style-type: none"> • Producing creative work, exploring ideas and recording experiences. • Becoming proficient in drawing and other art techniques. • Evaluate and analyse. 	Pattern repeating thick thin Line Shape Colour Shade Painting Printing Technique	Mouse paint Barbara Hepworth-What do you see? Dancing through a field of colour Dot Matisse's magical trail The magic paintbrush
ELG	Expressive Arts and Design	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories 	<ul style="list-style-type: none"> • Producing creative work, exploring ideas, and recording experiences. • Becoming proficient in drawing and other art techniques. • Evaluate and analyse. 	Brush size Colour match Colour mix Primary colours Secondary colours Warm colours Cold colours Shade Tint	

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

Art and Design Overview

Reception

EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
WHAT CAN WE SEE?	Finding Circles https://www.accessart.org.uk/finding-circles/					✓				✓	✓	✓		✓	✓	https://www.accessart.org.uk/spirals/
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
HOW CAN WE EXPLORE COLOUR?	Collaging with Wax Crayon Rubbings https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/	✓			✓			✓	✓	✓	✓					https://www.accessart.org.uk/explore-draw/ https://www.accessart.org.uk/simple-printmaking/
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
HOW CAN WE BUILD WORLDS?	Insect Hotels https://www.accessart.org.uk/insect-hotels/					✓	✓	✓	✓	✓						https://www.accessart.org.uk/stick-transformation-project/
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
HOW CAN WE BUILD EXPLORE MATERIALS & MARKS?	Printing With String https://www.accessart.org.uk/printing-with-string/	✓		✓	✓			✓	✓	✓	✓	✓				https://www.accessart.org.uk/simple-printmaking/
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
HOW CAN WE EXPLORE 3D MATERIALS?	Fruit & Veg Heads https://www.accessart.org.uk/fruit-and-veg-head/	✓				✓	✓	✓	✓	✓		✓	✓			https://www.accessart.org.uk/playful-making/
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
HOW CAN WE USE OUR BODIES TO MAKE ART?	Hands, Feet and Flowers https://www.accessart.org.uk/hands-feet-and-flowers/	✓	✓	✓	✓	✓		✓	✓	✓	✓					https://www.accessart.org.uk/simple-printmaking/
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
HOW CAN WE USE OUR IMAGINATIONS?	Avery Cat, Calm Cat	✓				✓		✓	✓	✓	✓	✓	✓			https://www.accessart.org.uk/flora-and-fauna/



	Unit 1	Unit 2	Unit 3
Year 1	Drawing - Spirals Using drawing, collage and mark-making to explore spirals maybe link to maps? Introducing sketchbooks. Explore work by Molly Haslund and compare work by Alma Thomas Talking Points: Making Drawings With Your Whole Body - Molly Haslund (accessart.org.uk)	Flora and Fauna Using collage and drawings to explore mini beasts. Use a variety of materials to make images, and that the images we make can become imaginative year-1-flora-and-fauna.pdf (accessart.org.uk)	Making - Printmaking Simple Printing Introduction to printmaking using everyday materials. Encourages pattern recognition and repetition. Pathway: Simple Printmaking
Year 2	Drawing using pencils and pastels Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. Link with seasonal changes work and the work of David Hockney's 4 seasons . Observational sketches of autumn season year-2-draw-and-explore.pdf (accessart.org.uk)	Expressive Painting- acrylic paint Painting- blossom trees inspired by Georges Seurat Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life's. Pathway: Expressive Painting	Stick Transformation Project: Making Explore how you can transform a familiar object into new and fun forms. Pathway: Stick Transformation Project
Year 3	Drawing using charcoal and pastels Cave art by Neanderthals and to explore the use of charcoal and different techniques. Xgaoc'o X's work links to animal drawings on stone. Talking Points: Xgaoc'o X'are (accessart.org.uk) Talking Points: Cave Art (accessart.org.uk) (Collage)	Using Natural Things to Make Images: Pathway: Using Natural Materials to Make Images Children are introduced to Cyanotypes, and the work of the first female photographer Anna Atkins. They are also introduced to artist Frances Hatch, who finds and makes pigments from the landscape she is drawing. Children then go on to make their own imagery, choosing one or more methods, to make artwork which is rooted in the materials and place in which it was made.	Cloth, Thread, Paint: Drawing Painting Sewing Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. Pathway: Cloth, Thread, Paint
Year 4	Technical drawing using sketching pencils. Storytelling through Drawing:	Exploring still Life.	The Art of Display: Making - Sculpture

	Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. year-4-storytelling-through-drawing.pdf (accessart.org.uk)	Paul Cezanne Children to develop skills in drawings to show a 2D drawing can be 3D through appropriate drawing and shading techniques. year-4-exploring-still-life.pdf (accessart.org.uk)	Explore how the way we display our work can affect the way it is seen Pathway: The Art Of Display
Year 5	Typography and Maps: Drawing Louise Fili Typography and Maps: Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps – could explore maps of Hogwarts Talking Points: Hogwarts Maps (accessart.org.uk) Talking Points: Louise Fili (accessart.org.uk)	Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork. Pathway: Working with Shape and Colour	Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. Pathway: Fashion Design
Year 6	Exploring Identity: Drawing Collage Discover how artists use layers and juxtaposition to create artwork which explores identity. Make own layered portrait. Pathway: Exploring Identity	Brave Colour: Making - Sculpture (Installation Art) Exploring how artists use light, form and colour to create immersive environments. Pathway: Brave Colour	The Big Art Show - Visit to the Leeds Art Gallery. Workshop: Art Detectives Set Design: Making Drawing Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. Pathway: Set Design

Art Long Term Planning

Year 1: Spirals	Key Concepts			
	<ul style="list-style-type: none"> 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. 			
	Links to prior learning			
	Reception: I know how to draw simple shapes I can make simple representations of people places and objects I can draw a range of different lines!			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
Artist: Molly Hasland	Substantive Knowledge	Understand drawing is a physical activity	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.	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.
	Disciplinary Knowledge / Skills	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	Reflect upon the artists' work, and share your response verbally ("I liked...").

		Use colour (pastels, chalks) intuitively to develop spiral drawings.	Develop experience of primary and secondary colours. Practice observational drawing Explore mark making	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.
		Digging Deeper Children can describe their work in full detail about techniques and the processes they used. Children can display more of a range of shading techniques.		
	Vocabulary Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, 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			

<p>Year 1: Flora and Fauna</p> <p>Artists: Wallasy Kandinsky Annie Morris</p>	Key Concepts <ul style="list-style-type: none"> Artists can be inspired by flora and fauna around them. Careful looking helps drawing, and drawing helps looking. A variety of materials can be used to make imaginative images. Individual artwork can be brought together to create shared artwork. 				
	Links to prior learning				
	Reception: <ul style="list-style-type: none"> Use of simple tools. Mixing primary colours to make secondary colours. Selecting appropriate brushes for mark making. Interpreting artwork. 				
		Drawing	Sketchbooks	Painting	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> Observational drawing from film and real life. Use of handwriting pen, graphite, oil pastel. Drawing to explore line, shape, and texture. 	<ul style="list-style-type: none"> Building a collection of visual experiences. Recording responses to artists and nature. Practising mark making and composition. 	<ul style="list-style-type: none"> Creating minibeast collages using cut shapes. Exploring colour, shape, and composition. Collaborative painting of flower meadows (extension). 	<ul style="list-style-type: none"> Creating minibeast collages using cut shapes. Exploring colour, shape, and composition. Collaborative painting of flower meadows (extension).
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> Creating minibeast collages using cut shapes. Exploring colour, shape, and composition. Collaborative painting of flower meadows (extension). 	<ul style="list-style-type: none"> Creating minibeast collages using cut shapes. Exploring colour, shape, and composition. Collaborative painting of flower meadows (extension). 	<ul style="list-style-type: none"> Cutting and arranging shapes to create minibeasts. Using collage techniques and painted paper. Collaborative artwork creation. 	<ul style="list-style-type: none"> Verbal reflection: "I liked..." / "I enjoyed..." Peer feedback and discussion. Presenting final outcomes and sketchbook journey.
		Digging Deeper <ul style="list-style-type: none"> Confident use of materials and techniques. Understanding and applying terms like tint, hue, tone. Adapting artistic processes to personal artwork. Collaborative creation and reflection. 			

Vocabulary

Flora, Fauna, Line, Shape, Colour, Tone, Hue, Tint, Observe, Graphite, Handwriting Pen, Oil Pastel, Collage, Composition, Elements, Author, Illustrator, Present, Reflect, Share, Discuss, Minibeast, Insect, Cut, Tear, Arrange, Play

Key Concepts

- Printing is a process of making repeated images using a surface and ink or paint.
- Prints can be made using a variety of materials and techniques.
- Artists use printing to explore pattern, texture, and repetition.
- Printing encourages experimentation and discovery.

Year 1: Simple Printing

Substantive Knowledge	Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> • Understand that drawing can be used to design and plan prints. • Learn that lines, shapes, and textures can be transferred through printing. 	<ul style="list-style-type: none"> • Use sketchbooks to explore patterns and textures. • Record printing experiments and reflect on outcomes. 	<ul style="list-style-type: none"> • Look at how artists use printmaking in their work (e.g., Andy Warhol, Angie Lewin). • Understand that printmaking can be used to tell stories or explore design. • Recognise that prints can be both decorative and expressive.
	<ul style="list-style-type: none"> • Create simple drawings to use as templates for printing. • Explore how drawn marks can be translated into print. 	<ul style="list-style-type: none"> • Collect rubbings, textures, and patterns. • Experiment with layering prints and colour combinations. • Reflect on what worked well and what could be improved. 	<ul style="list-style-type: none"> • Talk about the process of making a print. • Use simple vocabulary to describe pattern, repetition, and texture. • Share opinions about own work and others'.
Vocabulary			

Print, printing, pattern, repeat, texture, surface, press, rub, stamp, roller, ink, paint, block, template, transfer, layer, design, mark, shape, line.

<p>Year 2: Explore and Draw</p> <p>Artists: David Hockney Chris Kenny And Goldsworthy Steve Duffy Lorna Crane</p>	Key Concepts				
	<ul style="list-style-type: none"> That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. 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. 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. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 				
	Links to prior learning				
	Year 1: Introduction to the idea that we can find inspiration from the things around us. That we can use things around us as subject matter and as materials.				
		Drawing	Sketchbooks	Collage	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<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>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 Spaces and Places inside a bought sketchbook.</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p>
	Disciplinary Knowledge / Skills	<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p>	<p>Make Spaces and Places inside a bought sketchbook.</p> <p>Make close observational drawings of small objects, drawn to scale,</p>	<p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p>

		Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see column 5 "collage") which explore composition. Make drawings inspired by sound.	working slowly, developing mark making. Make visual notes about artists studied	with further drawing made in response to the collaged sheet. Collage with drawings to create invented forms. Combine with making if appropriate.	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
		Digging Deeper Children show a range of shading techniques and start to show more skills in their observational drawings. The drawings are drawn to an appropriate scale. They can show they can adapt and improve accuracy of drawing to a higher level.			
	Vocabulary Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, 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				
	Key Concepts <ul style="list-style-type: none">That artists sometimes use loose, gestural brush marks to create expressive painting.Expressive painting can be representational or more abstract.Artists use impasto and sgraffito to give texture to the painting.Artists sometimes use colour intuitively and in an exploratory manner.That we can enjoy, and respond to, the way paint and colour exist on the page.				
Year 2: Expressive Painting	Links to prior learning Reception: Explored the properties of watercolour and discovered how we can work WITH the characteristics of the medium to make art. Basic colour awareness and mixing				
		Sketchbooks	Painting	Purpose/Visual Literacy/Articulation	
	Substantive Knowledge	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them.	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making.	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.	
Artists: Georges Seurat Marela Zacarías, Charlie French, Cezanne					

			Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life.	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
	Disciplinary Knowledge / Skills	Explore colour and colour mixing.	Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above	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
		Digging Deeper Children have a clear understanding of colour mixing to secondary and tertiary colours and understand the terms impasto and impressionism and how to include this in artwork. They can analyse and adapt other art processes into their artwork.		
	Vocabulary Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto, Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes, Balance, Present, Share, Reflect, Discuss, Feedback,			
	Key Concepts • That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. • That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world.			
Year 2: Stick Transformation Artist: Marela Zacarías	Links to prior learning Reception: Introduced idea that artists transform materials and objects to create something new.			
		Sketchbooks	Making	Purpose/Visual Literacy/Articulation

	Substantive Knowledge	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them.	Understand when we make sculpture by adding materials it is called Construction.	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
	Disciplinary Knowledge / Skills		Use Design through Making philosophy to playfully construct towards a loose brief	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
		Digging Deeper Children can describe their work in full detail about techniques and the processes they used. Children can manipulate paper from 2D to 3D shape to a high level.		
	Vocabulary	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think, Form, Personality, Character, Material, Object, Sculpture, Find, Imagine, Select, Discard, Edit, Transform, Create, Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture, Test, Explore, Add, Present, Share, Reflect, Respond, Feedback, Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record		

Year 3: Gestural Drawing with Charcoal Artists: Laura McKendry, Heather Hansen Edgar Degas,	Key Concepts			
	<ul style="list-style-type: none">• 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.			
	Links to prior learning			
	Key Stage One: Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<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>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>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p>
	Disciplinary Knowledge / Skills	<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>Explore the qualities of charcoal.</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>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective</p>
	Digging Deeper Children can describe their work in full detail about techniques and the processes they used. Children can display more of a range of shading techniques using charcoal as well as shading pencils. Children able to talk confidently about using tones and perspective.			
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				

Year 3: Using Natural Materials to make images	Key Concepts				
	<ul style="list-style-type: none">• Art can be made using materials found in the natural environment.• Transformation of materials through artistic processes (e.g. sunlight, pigment extraction).• Art is location-specific and can reflect time and place.• Reflection and discussion enhance understanding and development.				
	Links to prior learning				
	KS1: Introduction to using found materials in art. Emphasis on curiosity as a driver of creativity. Early exploration of natural materials and their artistic potential.				
		Drawing	Sketchbooks	Painting	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	Understanding of line, shape, light/dark, and positive/negative space. Drawing as a tool for planning and reflection.	Used to collect ideas, experiment, and document processes. Visual notes about artists and materials. Record of materials used and how they were transformed.	Use of natural pigments and dyes. Cyanotype and anothotype processes as alternative painting methods. Exploration of how materials react to different surfaces.	Art as a response to environment and materials. Understanding how intention and material choice shape outcomes. Articulation of ideas through peer discussion and reflection.
	Disciplinary Knowledge / Skills	Use of drawing to explore form, pattern, and transformation. Drawing as a preparatory and reflective tool.	Making visual notes. Experimenting with materials. Documenting artistic process and reflections.	Continue to develop colour mixing skills. Explore painting over different surfaces, e.g. pottery, and transfer clay and sculpting skills onto making a Greek vase	Mastery of techniques using natural materials. Experimentation with surface and texture. Understanding the chemical and physical transformation of materials.
		Digging Deeper Children can use a range of materials to mix different colours, identifying how much of the natural material is required.			
Vocabulary					
Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form Transformation, Time, Cyanotype, Anthotype, Present, Share, Reflect, Respond, Feedback, Document					

Year 3: Cloth, Thread Paint Mixed Media exploration	Key Concepts			
	<ul style="list-style-type: none">Materials like cloth, thread, and paint can be combined to create layered, textured artworks.Mixed media encourages tactile exploration and creative risk-taking.Artists use fabric and stitch to tell stories, express identity, and explore pattern and surface.Art can be built up in layers, using both additive and subtractive techniques.			
	Links to prior learning			
	Key Stage One: Explored mark making, introducing drawing skills using pencil and handwriting pen. Opportunities to practice dexterity skills (e.g. cutting out).			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none">Understand that drawing can be extended through stitch, texture, and surface.Learn that artists draw with thread, fabric, and paint as well as pencil.	<ul style="list-style-type: none">Use sketchbooks to explore combinations of materials and techniques.Understand sketchbooks as a space for testing texture, layering, and colour.	<ul style="list-style-type: none">Look at artists who work with textiles and mixed media (e.g., Louise Bourgeois, Sheila Hicks, Faith Ringgold).Understand that textiles can carry personal, cultural, and historical meaning.Recognise that mixed media allows for freedom and experimentation.
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none">Use drawing to plan compositions and explore pattern.Translate drawn lines into stitched or painted marks.Explore how different materials respond to mark-making.	<ul style="list-style-type: none">Collect fabric samples, thread, and painted textures.Experiment with layering materials and recording outcomes.Reflect on how materials interact and how they can be used expressively.	<ul style="list-style-type: none">Talk about how materials feel and behave.Use vocabulary to describe texture, layering, and technique.Share personal responses to mixed media work and explain choices made.
	Digging Deeper Children can fully describe a range of techniques and the processes they used. They can mix colours independently to colour match well knowing tint, shade, tone, and hue.			
Vocabulary				
Cloth, thread, fabric, stitch, sew, weave, layer, texture, surface, paint, mixed media, mark, pattern, soft, rough, smooth, fray, glue, collage, embellish, tactile, expressive.				
Year 4: Storytelling through Drawing	Key Concepts			
	<ul style="list-style-type: none">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			
Artists:	Links to prior learning			
	KS1: Introduced idea that we can interpret other people’s prose and make work in response. Introduced basic mark making and media exploration.			

Laura Carlin, Shaun Tan	Substantive Knowledge	Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
		Understand that artists and illustrators interpret narrative texts and create sequenced drawings	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook	<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>
	Disciplinary Knowledge / Skills	<p>Create owned narratives by arranging toys in staged scenes, using this 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 creating drawings with energy and feeling.</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>	<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>Digging Deeper</p> <p>Children using a variety of media to explore creation of drawings. Understanding the use of graphite and ink.</p> <p>Children able to articulate deeply about final piece of artwork through written work.</p>		
	Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line, Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water soluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences		

<p>Year 4: Exploring Still Life</p> <p>Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	Key Concepts <ul style="list-style-type: none"> 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 it 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. 			
	Links to prior learning			
	Key Stage One: Introduced key drawing skills exploring line, shape, colour, form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus			
		Sketchbooks	Painting	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook	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.	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. 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.
	Disciplinary Knowledge / Skills	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.	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. 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.	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

Digging Deeper

Children closely observe in drawings showing 2 dimensions to a high level.

Vocabulary

Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

<p>Year 4: The Art of Display Making Sculptures</p> <p>Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price</p>	Key Concepts			
	<ul style="list-style-type: none"> Those artists think carefully not just about what they make, but also how they present what they make. When we view sculpture (or other art), the context (way it is presented) affects how we react to it. That how something will be seen can help us shape what is made. That we can give thought to how we display the art we make, to help us understand how people will view our work. 			
	Links to prior learning			
	Key Stage One: Introduced to the idea of "sculpture", Introduced to the idea that we "read" art and have an emotion or response when we look at art, introduced to ways in which we can affect what we make (intention).			
		Sketchbooks	Making	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object</p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>To understand that sometimes people themselves can be the object, as in performance art</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
	Disciplinary Knowledge / Skills	<p>Make visual notes to record ideas and processes discovered through looking at other artists</p> <p>Brainstorm and explore ideas relating to performance art.</p> <p>Reflect.</p>	<p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.</p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us.</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric.</p>	<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>

Digging Deeper

Children can describe their work in full detail about techniques and the processes they used.

Vocabulary

Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object, Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition, Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Year 5: Typography and Maps Artists: Louise Fili, Grayson Perry, Paula Scher	Key Concepts			
	<ul style="list-style-type: none">That when designers work with fonts and layout it is called Typography.That we can use the way words look to help us communicate ideas and emotions.That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.			
	Links to prior learning			
	Yr 3 & 4: Developed dexterity skills including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made.			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<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>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
	Disciplinary Knowledge / Skills	<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</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</p>	<p>Explore mark making.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<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>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve</p>
		Digging Deeper Children can describe their work in full detail about techniques and the processes they used. Children can display more of a range of shading techniques using charcoal as well as shading pencils. Children able to talk confidently about using tones and perspective.		
	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,

Key Concepts

- Art can be a creative response to existing artworks.
- Shape and colour can simplify and abstract elements of the world.
- Positive and negative space are essential in composition.
- Layering and collage can build complex imagery.
- Printmaking and collage are valid expressive techniques.

Links to prior learning

Year 1 Simple printmaking

Builds on earlier experiences of **looking closely at art** and **responding through drawing**.

Reinforces understanding of **2D shapes, pattern, and composition** from KS1.

Develops early collage and cutting skills into more purposeful, expressive outcomes.

Year 5:
Working
with Shape
and Colour

Artists:
**Frances
Hatch,
Anna
Atkins**

	Drawing	Sketchbooks	Painting/ Making	Purpose/Visual Literacy/Articulation
Substantive Knowledge	Drawing used to explore shape, line, and composition . Observational drawing from artworks to understand form and structure . Use of carbon paper monoprinting to add drawn line over collage.	Used for visual exploration through the "Show Me What You See" technique. Record of drawings, notes, and colour studies based on observed artworks. A place to store cut elements and reflect on composition choices.	While not traditional painting, the concept of "painting with scissors" (inspired by Matisse) is explored. Use of oil pastels and stencils to add painterly marks and colour blending. Understanding how colour and shape interact to create visual impact.	Pupils develop visual literacy by interpreting and responding to artworks. Encouraged to articulate choices in colour, shape, and composition. Final reflection includes peer feedback, gallery-style display, and discussion of intention and outcome .
Disciplinary Knowledge / Skills	Drawing as a tool for close looking and idea development . Use of line and shape to interpret and abstract from source material. Monoprinting as a drawing method layered over collage.	Use of sketchbooks to record observations, experiment with media, and develop ideas . Sketchbooks as a thinking space for planning and reflection.	Skills in colour blending, mark making, and layering using oil pastels and stencils. Understanding of composition through collage and print . Exploration of screen printing as a painterly process.	Pupils learn to discuss their work and others' using appropriate vocabulary. Develop ability to reflect on process and outcome . Understand how art communicates ideas and personal responses .

Digging Deeper

Children can describe their work in full detail about techniques and the processes they used. Children can display a higher level of technique skill showing a broader range of tools and media in artwork.

Vocabulary

"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback

Key Concepts					
Year 5: Fashion	<p>Fashion design is a form of personal and cultural expression. Designers bring their experiences, passions, and identities into their work. Fashion involves relationships—between designer, wearer, and viewer. Use of colour, pattern, line, shape, form, material, and texture to express creativity. Understanding how 2D shapes become 3D forms and relate to the human body.</p>				
	Links to prior learning				
	<p>Builds on previous sketchbook use for visual exploration and idea development. Reinforces understanding of shape, pattern, and composition from earlier years. Develops earlier collage and mixed media skills into more purposeful design work.</p>				
	Substantive Knowledge	Drawing	Sketchbooks	Making	Purpose/Visual Literacy/Articulation
		<p>Drawing used to explore fashion silhouettes, patterns, and textures. Observational and imaginative drawing to respond to design briefs. Use of line and shape to communicate design intention.</p>	<p>Used to record visual notes about designers and their processes. A space to generate and test ideas, explore materials, and document development. Sketchbooks include fabric, thread, paper, and other tactile elements.</p>	<p>Creation of 2D and 3D fashion designs using painted and decorated paper. Use of collage, paint, and mixed media to bring designs to life. Understanding of how materials behave when transformed into wearable forms.</p>	<p>Pupils articulate their design choices and creative journey. Reflect on how fashion communicates identity, culture, and emotion. Engage in peer feedback and critique, discussing intention and outcome.</p>

	Disciplinary Knowledge / Skills	Skills in visual note-taking , idea generation, and material experimentation. Use of sketchbooks to plan, reflect, and refine design ideas.	Skills in visual note-taking , idea generation, and material experimentation. Use of sketchbooks to plan, reflect, and refine design ideas.	Skills in collage, painting, and constructing fashion elements. Exploration of 2D to 3D transformation in design. Use of materials to express creative responses to a brief .	Ability to discuss and evaluate own and others' work. Use of appropriate vocabulary to describe design elements and intentions . Understanding of how fashion can influence perception and identity .
	Vocabulary				
	Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences				

Year 6: Identity	Key Concepts
Artists:	<ul style="list-style-type: none"> • 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. • That people are the sum of lots of different experiences, and that through art we can explore our identity. • That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.

Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	<ul style="list-style-type: none">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				
	Links to prior learning				
	Years 3, 4 & 5: Explored idea that we can understand more about the artists own experience through the art they make. Explored how we can layer media and imagery to create meaning.				
		Drawing	Sketchbooks	Making	Purpose/Visual Literacy/Articulation
	Substantive Knowledge			Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life.	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. 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. 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
	Disciplinary Knowledge / Skills	Explore combinations and layering of media. Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied.	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. Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore		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
		Digging deeper Children develop a sense of reflection.			
	Vocabulary				
Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,					

<p>Year 6: Brave Colour</p> <p>Artists: Shoreditch Sketcher Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West Yayoi Kusama</p>	Key Concepts			
	<ul style="list-style-type: none"> That as humans we react emotionally to colour. That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models 			
	Links to prior learning			
	Years 3, 4 & 5: Explored colour. Explored how we can use models to fuel our imagination of what might be. Explored how we can bring together a variety of media. Explored the relationship between artist and viewer.			
		Sketchbooks	Making	Purpose/Visual Literacy/Articulation
	Substantive Knowledge		<p>Understand that artists use a variety of media including mod rock and chicken wire. Children to work collaboratively to create a large form sculpture using a variety of tools to achieve desired impact.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p>	<p>Look at the work of designers, artists, sculptures, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
	Disciplinary Knowledge / Skills	<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>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 chicken wire, newspaper and modrock, 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>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 of final sculpture.</p>

				Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve
		Digging deeper Children to show high level of understanding on scale and perspective in relation to working collaboratively or independently on a sculptural piece.		
	Vocabulary Sketchbook, Visual notes, Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,			

Year 6: Set Design Artists/ Architects Huddertwasser	Key Concepts			
	<ul style="list-style-type: none"> That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. That we can create our own "sets" to create models for theatre design, or backgrounds for an animation. That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. 			
	Links to prior learning			
	Years 3 & 4: Introduced idea that we can make work inspired by, and to support, other artforms. Introduced a playful approach to design (Design through Making). Developed dexterity and making skills, including the use of tools.			
		Drawing	Making	Purpose/Visual Literacy/Articulation
	Substantive Knowledge		<p>Understand that Architects design buildings animations.</p> <p>Understand that architects often create scaled models to test and share ideas with others.</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
	Disciplinary Knowledge / Skills	<p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "buildings" to help inform</p>	<p>Explore mark making.</p> <p>Brainstorm ideas generated when reading poetry or prose</p>	<p>Use Design through Making, inspired by a brief, to create a scale model "Building"</p> <p>Construct with a variety of media, using tools. Think about scale,</p> <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>

		(though not design) architecture (see column 6 "making").	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.	foreground, background, texture, space, structure and intention	<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>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve</p>
		Digging deeper Children to understand scale and perspective in relation to architectural drawings and replicate this in technical drawings.			
	Vocabulary Architecture, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, , Narrative, Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, , Similarities, Differences,				