

Knowledge and Skills Progression Map – Greenlands Primary School Date: September 2023

EYFS 7 areas of exploration

<u>What can we see?</u>	<u>How can we explore colour?</u>	<u>How can we build worlds?</u>	<u>How can we explore materials and marks?</u>	<u>How can we explore 3D materials?</u>	<u>How can we use our bodies to make art?</u>	<u>How can we use our imaginations?</u>
Shells: observational and imaginative drawing Look closely and draw shells and pebbles Media- Pencils paints	Collaging with wax crayon rubbings Use natural materials such as leaves but also objects from around the classroom. Cut out to make a collage. Media- wax crayons	World in a matchbox Collage and decorate match boxes to make a small world	Galaxy painting Media- Water colours Food colouring	Clay play Media- Clay (air dry)	Hands, feet and flowers *body parts and paint Media- Paint pencils	Imaginary landscapes *mark-making *collage Media- Paint




CLASS / YEAR GROUP 1

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	<u>Drawing and Sketchbooks</u>	<u>Working in Three Dimensions</u>	<u>Surface and Colour</u>
Topic	<u>Spirals</u>	<u>Making Birds</u>	<u>Inspired by Flora and Fauna</u>
Artists	Molly Haslund Stephen Broadbent (local artist)	Hoang Tien Quyet Stephen Broadbent (local artist) Graham Lowe	Eric Carle Jan Van Kessel Sue Flowers
Local Links	Mary's Shell on Cleveleys Beach (Stephen Broadbent) https://www.youtube.com/watch?v=D2hTJDaRdDA	Bird Paintings by Graham Lowe can be viewed in galleries across Lancashire. He has also done workshops across Preston for drawing birds https://www.grahamloweartist.com/	Sue Flowers is a Lancashire artist who explores our emotional connectivity to our environments.

	https://www.visitcleveland.co.uk/about/seafront/marys-shell-on-cleveland-beach/	Sculptures of birds in Cleveland – The Sea Swallow and Coloured Sea Swallows (Stephen Broadbent) https://www.visitcleveland.co.uk/about/seafront/marys-shell-on-cleveland-beach/	https://greenclose.org/sue-flowers/
<p>National Curriculum</p> <p>EYFS Statutory Framework</p>	<p><u>National Curriculum Objectives (KSI):</u></p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know 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. <p><u>EYFS:</u></p> <ul style="list-style-type: none"> • Colour recognition • Explore Line • Mark Making • Hand eye-coordination • Dexterity • Fine motor skills • Nurture Curiosity • Open Mindset 	<p><u>National Curriculum Objectives (KSI):</u></p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know 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. <p><u>EYFS:</u></p> <ul style="list-style-type: none"> • Colour recognition • Explore Line • Mark Making • Hand eye-coordination • Dexterity • Fine motor skills • Nurture Curiosity • Open Mindset 	<p><u>National Curriculum Objectives (KSI):</u></p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know 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. <p><u>EYFS:</u></p> <ul style="list-style-type: none"> • Colour recognition • Explore Line • Mark Making • Hand eye-coordination • Dexterity • Fine motor skills • Nurture Curiosity • Open Mindset

Concepts (If relevant)	<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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • That artists can be inspired by the flora and fauna around them. • That we can use careful looking to help our drawing, and use drawing to help looking. • That we can use a variety of materials to make images, and that the images we make can become imaginative. • That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.
Key Vocabulary	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think	Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Personality, Character, Installation, Flock, Collaboration , Present, Reflect, Share, Discuss	Flora, Fauna, Line, Shape, Colour, tones, hues, tints, Observe, Graphite, Handwriting Pen, Oil Pastel, Graphite, Handwriting Pen, Collage, Painted paper, cut, tear, arrange, play, composition, elements, Present, Reflect, Share, Discuss
Prior Knowledge (indicate year group)	Children in EYFS have looked closely at shells and pebbles before and been introduced to observational drawing with pencils and paints. They have also done mark making in their 'Imaginary Landscapes' unit.	Children in EYFS have worked with cardboard before in the form of a matchbox in their unit 'World In A Matchbox'. They have also used collage in their unit 'Imaginary Landscapes'.	In EYFS, the children draw flowers in their unit 'Hands, feet and flowers'. They use their hands and feet to paint a background before drawing their flowers on top using pencils.
Key Knowledge (Substantive)	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	Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects	Understand collage is the art of using elements of paper to make images.

<p>Purple</p>	<p>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.</p>	<p>Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions Understand the meaning of "Design through Making" 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.</p>	<p>Understand we can create our own papers with which to collage. 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.</p>
<p>Key Skills (Disciplinary) Green</p>	<p>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. Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates work.</p>	<p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Practice observational drawing Explore mark making Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Use a combination of two or more materials to make sculpture. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. 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").</p>	<p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Develop experience of primary and secondary colours Practice observational drawing Explore mark making Collage with painted papers exploring colour, shape and composition. Reflect upon the artists' work, and share your response verbally ("I liked...").</p>

		Some children may feel able to share their response about classmates work.	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.
Possible sequence of lessons – enquiry questions? 1-6? RETRIEVAL	Lesson 1 How can we create drawings using our wrists, elbow, shoulders and hips? Lesson 2 To create a “snail drawing” on white cartridge paper or black sugar paper using chalk and oil pastels. Lesson 3 How can we personalise our sketchbooks? Lesson 4 How can we apply our spiral explorations to observational drawings of shells? Lesson 5 To apply our spiral explorations to observational drawings Lesson 6 To display the work made through the half term and talk about outcomes.	Lesson 1 How can I be inspired by images of birds? Lesson 2 How can I use mark making to draw a feather? Lesson 3 What happens when I fold, tear and crumple paper? Lesson 4/5 How can I use materials to make a sculpture of a bird? Lesson 6 How can my individual outcome be part of a group installation?	Lesson 1 How are artists inspired by flora and fauna? Lesson 2 How can I be inspired by flora and fauna? Lesson 3 How can I expand mark making when drawing flora and fauna? Lesson 4/5 How can I use collage to invent a unique minibeast? Lesson 6 How can I reflect on my work and the work of my classmates?
End of unit goals. Suggested assessment task?	Continuous Line Observational Drawing and Experimental Mark Making With Water Soluble Pens 	To pull all of their learning together and make small bird sculptures. 	Children to make individual mini beast collages which can be displayed as one. 
Suggestions for the development of deeper learning	Encourage children to take photos of their work.	Encourage children to take photos of their work. Children can explain the successes and improvements required for their birds and	Invite students to work together to make a painting of a flower meadow. This could exist as an artwork in itself, or as a




	Encourage children to explore how water affects the graphite and pen. Explore how they can use a brush to make new marks	discuss how being in a flock alters the appearance of their bird.	background to their collaged minibeasts.
Enrichment opportunities	Exploring artwork from a range of artists	<p>Geography: Use language which supports understanding about continents (migration), maps, habitats.</p> <p>Maths: Explore the relationship between 2D/3D shapes, weight, measuring.</p> <p>Science: Explore birds, habitats, seasons, food chain</p> <p>PSHE: Supports Peer Discussion, Collaboration, Responsibility to the planet.</p>	<p>English: Explore The Very Hungry Caterpillar, or books illustrated in similar style.</p> <p>Geography: Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas.</p> <p>Science: Identify common and wild plants, insects, food chains, life cycle, living and decay.</p> <p>PSHE: Responsibility to the planet, Collaboration, Peer Discussion.</p>
Links to future learning	KS2 Appreciation that drawing is a physical and mental activity. Continue to develop making gestural drawings using whole body.	KS2 Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other.	KS2 Continue to develop understanding of how we can use line, shape and colour to make imagery, developing composition skills. Understand the importance of observation and imagination in making art. Appreciation that when we make art we can work alone or collaboratively to make work.

YEAR 2

	Autumn 1/2		Summer 1/2
Focus	<u>Drawing and Sketchbooks</u>	<u>Surface and Colour</u>	<u>Working in Three Dimensions</u>
Topic	<u>Explore and Draw</u>	<u>Expressive Painting</u>	<u>Stick Transformation Project</u>
Artists	Rosie James Alice Fox	Marela Zacarías Charlie French Van Gogh & Cezanne	Chris Kenny
National Curriculum EYFS Statutory Framework	<u>National Curriculum:</u> <ul style="list-style-type: none"> 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 to know 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. 	<u>National Curriculum:</u> <ul style="list-style-type: none"> 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 to know 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. 	<u>National Curriculum:</u> <ul style="list-style-type: none"> 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 to know 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.
	<u>EYFS:</u> <ul style="list-style-type: none"> Colour recognition Explore Line Mark Making Hand eye-coordination Dexterity Fine motor skills Nurture Curiosity Open Mindset 	<ul style="list-style-type: none"> Colour recognition Explore Line Mark Making Hand eye-coordination Dexterity Fine motor skills Nurture Curiosity Open Mindset 	<u>EYFS:</u> <ul style="list-style-type: none"> Colour recognition Explore Line Mark Making Hand eye-coordination Dexterity Fine motor skills Nurture Curiosity Open Mindset

Concepts (If relevant) Themes	<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. 		<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. 		<ul style="list-style-type: none"> • 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. 	
Key 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, Brush, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, 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, Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes, Balance	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, Present, Share, Reflect, Respond, Feedback, Photograph, Film, Document, Lighting, Focus, Angle, Composition
Prior Knowledge (indicate year group)	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.		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.		Reception: Introduced to the idea that artists transform materials and objects to create something new.	

<p>Key Knowledge (Substantive) Facts</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 that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</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.</p> <p>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>	<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>Understand when we make sculpture by adding materials it is called Construction.</p>
<p>Key Skills (Disciplinary) How we use the facts</p>	<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p>	<p>Explore colour and colour mixing</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.</p> <p>Experiment with using home-made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above</p>	<p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</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>

	<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 which explore composition.</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>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.</p>	<p>Talk about intention.</p> <p>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</p>
<p>Possible sequence of lessons – enquiry questions? 1-6?</p>	<p>Lesson 1 How are artists inspired by their environment?</p> <p>Lesson 2 How can I be inspired by my environment?</p> <p>Lesson 3 How can I record the items I have collected through drawing?</p> <p>Lesson 4/5 How can I use a range of materials to explore mark making?</p> <p>Lesson 6 How can I reflect on my drawings?</p>	<p>Lesson 1 What might an expressive painting look like?</p> <p>Lesson 2 How can I make an expressive painting?</p> <p>Lesson 3 How do old masters use brushwork in expressive paintings?</p> <p>Lesson 4/5 How can I make an expressive painting based on a still life composition?</p> <p>Lesson 6 How can I reflect on the work created?</p>	<p>L1 How can I be inventive with materials?</p> <p>L2-5 How can I reimagine a familiar object?</p> <p>L6 How can I reflect on the work created throughout the half term?</p>
<p>End of unit goals. Suggested assessment task?</p>	<p>Children complete an observational drawing of a leaf collected from their local environment. They should apply their knowledge of colour and scale and use wax crayons and Brusho Crystal Colours.</p> 	<p>Gestural mark making with acrylic resource to enable an exploration of making gestural and expressive paintings. Children begin by working from a still life of colour and form, and progress to making abstract paintings.</p> 	<p>Pupils will transform sticks to make a tree house. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.</p> 




<p>Suggestions for the development of deeper learning</p>	<p>Encourage children to take photographs of their artwork and think about focus and light.</p> <p>Encourage children to hold an object and make a drawing thinking about the way the object feels.</p> <p>Encourage children to cut out and collage to explore composition.</p>	<p>I can take a photograph of my final piece, thinking about focus and lighting.</p>	<p>If you have class cameras or tablets, invite the children to document their work, working in pairs or teams. <u>Explore how children can take high quality photographs of 3d artwork with this resource.</u></p>
<p>Enrichment opportunities</p>	<p>Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</p>	<p>Geography: After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea.</p>	<p>English: Link to Julia Donaldson’s Stick Man PSHE: Collaboration, Peer Discussion, Ethnic Identity</p>
<p>Links to future learning</p>	<p>Future Learning (KS2): Continue to develop understanding about where artists and ideas and inspiration. Develop visual literacy, drawing and sketchbook skills to enable an enquiring mind.</p>	<p>Future Learning (KS2): Continue to understand and explore that there are many different ways to paint – none of which are “better” than others. Continue to develop experience and understanding of paint as a medium, and of HOW we apply paint and the INTENTION behind our action affect outcome. Continue to develop visual literacy and mark making skills. Continue to build experience of colour mixing, hues and tints. Continue to develop understanding of how others respond to art, bringing their own unique perspective.</p>	<p>Future Learning (KS2): Continue to develop skills which enable us to re-see the world and transform materials into something new. Continue to develop dexterity skills and articulation skills. Continue to explore ideas about scale and context. Continue to develop skills which enable us to appreciate structure and balance. Build understanding about how we can create narratives around the objects we find/make to help us understand them and share with others.</p>

Year 3			
	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	<u>Drawing and Sketchbooks</u>	<u>Surface and Colour</u>	<u>Working in Three Dimensions</u>
Topic	Gestural drawing with charcoal	Cloth, thread, paint	Making animated drawings
Artists	Heather Hansen Laura McKendry Edgar Degas	Alice Kettle Hannah Rae	Lauren Child
National Curriculum EYFS Statutory Framework	<p><u>National Curriculum Objectives (KS2):</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. 	<p><u>National Curriculum Objectives (KS2):</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. 	<p><u>National Curriculum Objectives (KS2):</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.
Concepts (If relevant)	<ul style="list-style-type: none"> That when we draw we can use gestural marks to make work. 	<ul style="list-style-type: none"> That artists can combine art and craft using painting and sewing together to make art. 	<ul style="list-style-type: none"> That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 			
Key Vocabulary	Charcoal, Gestural, Loose, Expressive, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Tools, Positive & Negative	Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail,	Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash	Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention, Background, Foreground, Tools, Scissors,	Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena
Prior Knowledge (indicate year group)	KSI – Year 1 Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.	KSI - Explored how to use gestural and experimental mark making in paint. Introduced mark making skills in drawing (which will be transferred into stitches).	KSI - Explored mark making, introducing drawing skills using pencil and handwriting pen. Opportunities to practice dexterity skills (e.g. cutting out).			
Key Knowledge (Substantive)	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons’ sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.	Understand that we can create imagery using natural pigments and light. Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).			

	<p>Understand that animators make drawings that move. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p>Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting. To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p>To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
<p>Key Skills (Disciplinary)</p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance). Work in sketchbooks to:</p>	<p>Develop mark making skills by deconstructing the work of artists. 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 Develop mark making skills. Continue to develop colour mixing skills. Explore painting over different surfaces, e.g. cloth, and transfer drawing mark</p>	<p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject 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. Develop mark making skills. Animation ideas.</p>

	<p>Explore the qualities of charcoal. 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>making skills into thread, using stitch to draw over the painted fabric. Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>	<p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
<p>Possible sequence of lessons – enquiry questions? 1-6?</p>	<p>Lesson 1 What is charcoal? Lesson 2 What can I do with charcoal? Lesson 3 How did cave people create make art? Lesson 4-5 How can I use charcoal to create gestural drawings? Lesson 6 How can I reflect on my work?</p>	<p>Lesson 1 How do artists use thread, cloth, and paint to make artwork? Lesson 2 How can I develop my mark making vocabulary to use later in my work? Lesson 3-5 How can I combine paint and stitch to create energy and texture? Lesson 6 How can I reflect on my work?</p>	<p>Lesson 1 What is the relationship between drawing and animation? Lesson 2 How are puppets used in animation? Lesson 3/4/5 How can I make a moveable drawing? Lesson 6 How can I reflect on my work?</p>

<p>End of unit goals. Suggested assessment task?</p>	<p>Charcoal and drama: Drawing by Torchlight Students can use charcoal to explore narrative and create a sense of drama.</p> 	<p>Enable an exploration of how to make painted and sewn squares. Suggestions for landscape ideas: Wild Flower Meadow Natural Landscape Urban Landscape Moving Water</p> 	<p>Modroc or clay Roald Dahl characters linked to reading for pleasure text. 3D sculptural character.</p> 
<p>Suggestions for the development of deeper learning</p>	<p>Remind them of 'chiaroscuro' to deepen their exploration. Encourage children to explore how they have used their body as a drawing tool to make drawings inspired by movement Identify and explain how other artists do the same.</p>		<p>Give pupils the opportunity to take photographs of their sculptures – thinking about how they can best present and light their sculptures. Explore how children can take high quality photographs of 3d artwork.</p>
<p>Enrichment opportunities</p>	<p>Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</p>	<p>Geography: Adapt your focus to create sewn landscapes/oceans according to topic. History: Create a sewn scene inspired by a local history event. Science: Explore habitats, Local environment, materials. Maths: Pattern, measuring.</p>	<p>English: Bring characters from literature to life. History: Make an animated drawing / portrait of a well know historical figure. Maths: Measuring, weight, position, direction, movement. Science: Animals, the human body, habitats, materials. Music & Drama: Link to drama to collaborate and act out short narratives.</p>

Links to future learning	Future Learning (KS2): Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Pupils also develop their understanding of how to use light and dark within their work.	Future Learning (KS2): Develops mixed media approaches to land and city scapes, building upon use of mark making and colour.	Future Learning (KS2): Continue to develop drawing skills, including creating cut-outs towards shadow puppets. Continuing building understanding of relationship between art and storytelling/narrative as a way to connect and communicate. Opportunities to use digital media in conjunction with other artforms/media to enhance exploration.
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YEAR 4			
	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	<u>Drawing and Sketchbooks</u>	<u>Surface and Colour</u>	<u>Working in Three Dimensions</u>
Topic	Storytelling through drawing	Exploring still life	Festival feasts
Artists	Laura Carlin Shaun Tan	Paul Cezanne Peter Claesz	Claes Oldenberg Lucia Hierro Nicole Dyer
National Curriculum EYFS Statutory Framework	<u>National Curriculum Objectives (KS2):</u> 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.	<u>National Curriculum Objectives (KS2):</u> 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.	<u>National Curriculum Objectives (KS2):</u> 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

	<p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● to know about great artists, architects and designers in history. <p>EYFS:</p> <ul style="list-style-type: none"> ● Colour recognition ● Explore Line ● Mark Making ● Hand eye-coordination ● Dexterity ● Fine motor skills ● Nurture Curiosity ● Open Mindset 	<p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● to know about great artists, architects and designers in history. <p>EYFS:</p> <ul style="list-style-type: none"> ● Colour recognition ● Explore Line ● Mark Making ● Hand eye-coordination ● Dexterity ● Fine motor skills ● Nurture Curiosity ● Open Mindset 	<p>and design.</p> <p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● to know about great artists, architects and designers in history. <p>EYFS:</p> <ul style="list-style-type: none"> ● Colour recognition ● Explore Line ● Mark Making ● Hand eye-coordination ● Dexterity ● Fine motor skills ● Nurture Curiosity ● Open Mindset
<p>Concepts (If relevant) Themes</p>	<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. 	<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 	<ul style="list-style-type: none"> ● That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. ● That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. ● That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.

			meaning to our work, and explore composition, foreground, background, and negative space.		• That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.	
Key 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, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative, resent, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	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	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation,	Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition
Prior Knowledge (indicate year group)	Prior Learning (KSI): Introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration.		Prior Learning (KSI): Introduced key drawing skills exploring line, shape, colour, form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus.		Prior Learning (KSI): Introduced basic drawing, painting, making and collage skills. Introduced idea that we can come together to create art which represents us all.	
Key Knowledge (Substantive) Facts	<u>Drawing:</u> Understand that artists and illustrators interpret narrative texts and create sequenced drawings <u>Sketchbooks:</u> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.		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		To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right 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.	

		<p>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</p>	<p>Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
<p>Key Skills (Disciplinary) How we use the facts</p>	<p><u>Drawing:</u> Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</p> <p>Interpret poetry or prose and create sequenced images in either an according 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><u>Sketchbooks:</u> Practise drawing skills.</p>	<p>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 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</p>	<p>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. Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. To make work as part of a community/class and understand how everyone can contribute towards a larger artwork</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>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. 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>To combine modelling with construction using mixed media and painting to create sculpture.</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>Possible sequence of lessons – enquiry questions? 1-6?</p>	<p>L1 To explore the work of artists who tell stories through imagery.</p> <p>L2 To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing.</p> <p>L3/4/5 To create a finished piece which contains sequenced images to describe a narrative.</p>	<p>Lesson 1 What is still life?</p> <p>Lesson 2 How does contemporary still life compare to traditional still life?</p> <p>Lesson 3/4/5 How can I make my own still life artwork?</p> <p>Lesson 6 How can I reflect on my work?</p>	<p>Lessons 1-2 How are artists inspired by food?</p> <p>Lessons 3-4 How can I make sculptures of food?</p> <p>Lesson 5 How do materials respond on cotton?</p> <p>Lesson 6 How can I reflect on my work?</p>

	<p>L6 To display the work made through the half term and reflect on the outcomes.</p>		
<p>End of unit goals. Suggested assessment task?</p>	<p>Children make an accordion book based on a story or poem. In the accordion book, children should explore the different materials such as charcoal, graphite, ink or pastel.</p> 	<p>Facilitate a collaged still life activity. Pupils paint sheets of paper before collaging with them.</p> 	<p>Give children the opportunity to work with new materials and make a "<u>Feast from Modroc</u>". Making a sculptural feast allows each child to make their own sculpture which will contribute to a lavish class meal. Using modroc and other materials gives pupils the opportunity to explore texture and modelling as well as colour and form.</p> 
<p>Suggestions for the development of deeper learning</p>	<p>Children should be encouraged to take a photograph of their work, thinking about lighting and focus.</p>	<p>Explore a range of materials for making texture. Children can choose from materials such as bubble wrap, sand paper, straws, etc to create textures on their piece.</p>	<p>How does our individual piece contribute to the appearance of the whole class feast? How can we display the food to make it look the most appealing?</p>
<p>Enrichment opportunities</p>	<p>Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</p>	<p>History: Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school.</p>	<p>History: Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school.</p>



		Maths: 2D and 3D shapes, Pattern (on object). Science: Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).	Maths: 2D and 3D shapes, Pattern (on object). Science: Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).
Links to future learning	Future Learning (KS2): Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response. Continue to explore how different artforms such as drama, music, literature can inspire artwork.	Future Learning (KS2): Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone).	Future Learning (KS2): Continue to develop skills above. Continue to explore ways in which we can contribute and collaborate, as individuals, to wider artistic projects.


Year 5			
	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	<u>Drawing and Sketchbooks</u>	<u>Surface and Colour</u>	<u>Working in three dimensions</u>
Topic	Typography and maps	Mixed media and cityscapes	Architecture: Dream big or small?
Artists	Louise Fili Grayson Perry Paula Scher Chris Kenny	Vanessa Gardiner Shoreditch Sketcher Kittie Jones	Shoreditch Sketcher
National Curriculum EYFS Statutory Framework	<u>National Curriculum Objectives (KS2):</u> 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: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<u>National Curriculum Objectives (KS2):</u> 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: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<u>National Curriculum Objectives (KS2):</u> 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: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● to know about great artists, architects and designers in history. <p><u>EYFS:</u></p> <ul style="list-style-type: none"> ● Colour recognition ● Explore Line ● Mark Making ● Hand eye-coordination ● Dexterity ● Fine motor skills ● Nurture Curiosity ● Open Mindset 	<ul style="list-style-type: none"> ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● to know about great artists, architects and designers in history. <p><u>EYFS:</u></p> <ul style="list-style-type: none"> ● Colour recognition ● Explore Line ● Mark Making ● Hand eye-coordination ● Dexterity ● Fine motor skills ● Nurture Curiosity ● Open Mindset 	<ul style="list-style-type: none"> ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● to know about great artists, architects and designers in history. <p><u>EYFS:</u></p> <ul style="list-style-type: none"> ● Colour recognition ● Explore Line ● Mark Making ● Hand eye-coordination ● Dexterity ● Fine motor skills ● Nurture Curiosity ● Open Mindset
<p>Concepts (If relevant)</p>	<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. 	<ul style="list-style-type: none"> ● That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. ● That artists often work outside (plein air) so that all their senses can be used to inform the work. ● That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. ● We can share our artistic discoveries with, and be inspired by each other. ● We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – 	<ul style="list-style-type: none"> ● That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. ● That we can make creative choices which both serves ourselves as individuals and the communities we belong to. ● That we can use form, structure, materials, and scale to design innovative buildings. ● That we can build architectural models to test out our ideas and share our vision.

		sometimes the exploratory journey is more than enough.	
Key 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	Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location, Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
Prior Knowledge (indicate year group)	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.	Years 3 & 4: Explored working with gestural marks and mixed media. Developed skills in working from original sources. Understood how you use your body, media, tools and intent affect outcome.	Years 1,2, 3 & 4: Introduced discipline of architecture. Explored Design through Making. Explored how creating models helps engage imagination.
Key Knowledge (Substantive)	Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may	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. Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

	share similarities. Understand all responses are valid.	similarities. Understand all responses are valid.	
Key Skills (Disciplinary)	<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>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</p>	<p>Explore mark making.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</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>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.</p> <p>Think about light and dark, movement and energy.</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.</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</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</p>

	<p>differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	<p>Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	<p>and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>
<p>Possible sequence of lessons – enquiry questions? 1-6?</p>	<p>Lesson 1 What is 'typography'? Lesson 2 How can I make my own typography using my interests? Lesson 3 How can I make graphic powerful drawings? Lesson 4-5 How can I create a visual map? Lesson 6 How can I reflect on my work?</p>	<p>Lesson 1 How do artists respond to land and city scapes? Lesson 2 How can I experiment with paper sizes to make my sketchbook more interesting? Lesson 3,4,5 How can I use mixed media to capture the spirit and energy of a place? Lesson 6 How can I reflect on my exploration?</p>	<p>Lesson 1 What is the responsibility of an architect? Lesson 2 What structures might architects use when designing buildings? Lesson 3-5 How can I make my own house? Lesson 6 How can I reflect on my model?</p>
<p>End of unit goals. Suggested assessment task?</p>	<p>Apply new typography skills and powerful drawing skills to make a visual map.</p> 	<p>With the emphasis on exploration and experimentation, ensure pupils work in sketchbooks, or if it feels right towards the end of the project on larger sheets of paper, to discover how they can use different combinations of media to capture the energy and spirit of place.</p>	<p>Decide as a class if the children are all going to make models of aspirational homes, or tiny houses, or a mixture of both.</p> 

			
<p>Suggestions for the development of deeper learning</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. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.</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>Children can use the “Introduction to Watercolour” resource if you wish to steer pupils towards a final outcome using watercolour.</p>	<p>Invite the children to document their work, working in pairs or teams. You could also make films by bringing the cameras really close to the models, to see different perspectives and interiors. Explore how children can take high quality photographs of 3d artwork with this resource.</p>
<p>Enrichment opportunities</p>	<p>Geography: Trade links, digital mapping, ordnance survey maps, detailed sketching of maps. History: Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village. Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.</p>	<p>Geography: Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping. Science: Local habitat, Environmental changes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.</p>	<p>Geography: Opportunity to talk about issues surrounding climate change to inform the type of houses you make, and the materials you use. History: Changes in Britain – How architecture has changed from your chosen civilisation topic. Design a bomb shelter inspired by WW2? Maths: Measuring, 2D and 3D shapes, symmetry, angles.</p>




			PSHE: Responsibility to the planet, Collaboration, Peer Discussion.
Links to future learning	Future Learning (Yr 6): Continue to explore relationship of 2d to 3d. Develop ideas about identity, purpose and intention. Develop dexterity skills.	Future Learning (Yr 6): Develop skills in combining materials. Develop skills in working from original source and making independent creative decisions about which media to use and how.	Future Learning (Yr 6): Continue to develop dexterity skills including using tools and exploring intention. Develop understanding and articulation about the different purposes behind the work of artists, designers and craftspeople. Understand the importance of art to society.

YEAR 6			
	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	<u>Drawing and Sketchbooks</u>	<u>Surface and Colour</u>	<u>Working in Three Dimensions</u>
Topic	2D Drawing to 3D Making	Print and Activism	Take A Seat
Artists	<i>Lubaina Himid (local artist)</i>	Luba Lukova Faith Ringgold Shepard Fairey	Yinka Ilori
National Curriculum EYFS Statutory Framework	National Curriculum Objectives (KS2): 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: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of 	National Curriculum Objectives (KS2): 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: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for 	National Curriculum Objectives (KS2): 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: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing,

	<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> to know about great artists, architects and designers in history. <p>EYFS:</p> <ul style="list-style-type: none"> Colour recognition Explore Line Mark Making Hand eye-coordination Dexterity Fine motor skills Nurture Curiosity Open Mindset 	<p>example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> to know about great artists, architects and designers in history. <p>EYFS:</p> <ul style="list-style-type: none"> Colour recognition Explore Line Mark Making Hand eye-coordination Dexterity Fine motor skills Nurture Curiosity Open Mindset 	<p>painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> to know about great artists, architects and designers in history. <p>EYFS:</p> <ul style="list-style-type: none"> Colour recognition Explore Line Mark Making Hand eye-coordination Dexterity Fine motor skills Nurture Curiosity Open Mindset
<p>Concepts (If relevant) Themes</p>	<ul style="list-style-type: none"> 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. 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. That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<ul style="list-style-type: none"> That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together. 	<ul style="list-style-type: none"> That artists who create furniture are often called craftspeople or designers. That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others. There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like. We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.

Key Vocabulary	2D Drawing 3D Object Negative space Grid method Scaling up Collage Structure Balance Present	Share Reflect Respond Articulate Feedback Crit Similarities Differences	Activism Voice Message Community Poster Zine Screenprinting	Present Share Reflect Respond Articulate, Feedback Crit Similarities Differences	Chair Design, Designer Craftsperson Maker 3D Doodle Design through Making Chair Design	Expression Personality Character Materials Form Function Present Share Reflect Respond
Prior Knowledge (indicate year group)	Years 3, 4 & 5: Explored relationship between 2d and 3d. Explored challenges faced by working in 3 dimensions. Explored drawing and mark making skills and seen how they transfer to different disciplines and genres.		Years 3, 4 & 5: Explored how artists bring their own experience to their work. Understood that artists have responsibilities in the way they act in the world, depending upon the discipline in which they work.		Years 3, 4 & 5: Explored the idea of working to a brief. Explored Design through Making. Explored how artists and designers bring personality and character to the things they make.	
Key Knowledge (Substantive) Facts	<u>Drawing:</u> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. <u>Sketchbooks:</u> n/a		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. 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.		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. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. 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	

			<p>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.</p>
<p>Key Skills (Disciplinary) How we use the facts</p>	<p><u>Drawing:</u> 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><u>Sketchbooks:</u> Practise seeing negative and positive shapes.</p> <p>Using the grid method to scale up an image.</p> <p>Develop Mark Making</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media.</p> <p>Develop 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. 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</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use.</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>children may make films thinking about viewpoint, lighting & perspective.</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>Possible sequence of lessons – enquiry questions? 1-6?</p>	<p>Lesson 1 How do artists create 3D objects from 2D drawings & paintings? Lesson 2 What key drawing techniques support seeing and drawing, and enable me to scale up my drawing? Lessons 4-5 How can I add both texture and form to a simple outline shape? How can I transform a 2D drawing to a 3D object? Lesson 6 How can I reflect on my 3D object?</p>	<p>Lesson 1 In what ways can artists express their ideas and opinions? Lesson 2,3,4,5 What do I care about and how best can I communicate this visually? Lesson 6 How can I reflect on my poster?</p>	<p>Lesson 1 How to artists and craftspeople design chairs? How can I explore the structure and integrity of a chair through drawing? Lesson 2 How can I use creative thinking to enable an exploration of material and intention? How can I manipulate materials to create a mini sculpture or form? Lesson 3,4,5 How can I use sculptural and making techniques to construct a chair that expresses my personality? Lesson 6 How can I reflect on my chair?</p>
<p>End of unit goals. Suggested assessment task?</p>	<p>Having explored drawing techniques including grid drawing, using negative space and mark making, children will transform a 2D drawing into a 3D sculpture. See below of how this has been done with an image of a cat.</p> 	<p>Create a Poster Inspired by Shepard Fairey. Use screen printing to create a poster.</p> 	<p>Invite children to create a chair which expresses their personality.</p> <p>Encourage children to make intuitive choices when thinking about which materials to use, which shapes to make, and how they might connect materials together.</p> 

Suggestions for the development of deeper learning	Chn should be encouraged to share their work with others, and explain their intentions and the outcome in detail, using vocabulary listed above. They should be encouraged to listen to responses as well as constructively critique other children's work.		I can take photographs of my work, thinking about focus, light and composition and explain the choices made.
Enrichment opportunities	Invite children to display the work in a clear space and walk around the work as if they are in a gallery. Have sketchbook work present too. Give the work the respect it deserves. Remind the children of their hard work.	History: Look at the messaging from WW2 posters. Science: Environmental changes, deforestation. PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.	Maths: Measuring, 2D and 3D shapes, symmetry, angles. Science: Forces and gravity. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.
Links to future learning	KS3 Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting. to increase their proficiency in the handling of different materials. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. about the history of art, craft, design and architecture, including periods, 	KS3 Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting. to increase their proficiency in the handling of different materials. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. about the history of art, craft, design and architecture, including periods, 	KS3 Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting. to increase their proficiency in the handling of different materials. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. about the history of art, craft, design and architecture, including



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