

# Art and Design



## Intent

At Nerrols Primary School, we aim to provide a high-quality, rich and varied art and design curriculum through which children are encouraged to develop their individual creativity and personal style.

Our children explore a wide range of media, tools and techniques, and develop the ability to make reasoned and purposeful choices regarding materials and processes in order to create thoughtful and individual responses.

Throughout our art and design work we aim to introduce the children to a wide range of contemporary and non-contemporary artists and works of art. We encourage children to make connections to the world around them and to begin to understand how this has changed over time. We aim for children to grow to appreciate and value the importance of art as a subjective and individual experience, and to see the importance of art and design in their lives. We hope that by the time our children move on to the next stage of their education, they have found an area of the arts that is relevant and engaging to them.

## Implementation

At Nerrols, we believe the process and creative journey is important. Children are encouraged to take creative risks and to learn from the journey, rather than work towards a pre-defined end result.

Skills, techniques, ideas and processes are introduced and built upon, balancing opportunities for exploration with a focus on technical aspects and opportunities to revisit through repeated practice. Children are encouraged to work at different scales, both alone and in groups.

In the Early Years, our children experiment with media and materials finding out about their properties and modifying and manipulating them. They are introduced to a wide range of different tools and techniques and are encouraged to be curious and explore a range of approaches and techniques.

In Years 1-6, our art and design learning is supported by AccessArt. We provide children with the space and time to explore and respond to works of art, opportunities for repeated practice and new experiences, opportunities to work alone, collaboratively and within the community and balance quiet, reflective opportunities with dynamic and active opportunities.

In Years 1-6, we use sketchbooks as a creative tool for gathering, collecting, recording, experimenting, reflecting and sharing. The children take increasing ownership of their sketchbooks as they move through the school. The sketchbooks provide a safe space in which the children are encouraged to explore, take risks and make their own choices. We encourage the children to 'take in', 'test out' and 'reflect':

**Taking In:** Gathering ideas from others including collecting, cutting, drawing, noting, recording, photographing, videoing. These activities encourage learners to be observant, look out for, be curious, trust instinct, make decisions, copy and borrow, build upon, be open, be interested.

**Testing Out:** drawing, doodling, mark-making, painting, printing, collaging, writing. These activities encourage learners to experiment, explore, take creative risks, respond, practice, connect, develop, respond, manipulate, make mistakes, wonder, ask, provoke, express, reimagine, make their own.

**Reflecting:** looking, talking, writing, sharing, drawing. These activities encourage learners to reflect, evaluate, discuss, think, understand, connect, discover, realise, share.

Our curriculum is supported by a series of 'Talking Points' curated to introduce pupils to a wide variety of artists, designers and craftspeople from across the world (both contemporary and traditional). When learning about artists, designers and craftspeople, it is our aim not to create copies of their work, but to learn from their approach, techniques and the way they see the world. We provide opportunities for children to develop an awareness local artists and works of art and aim to provide opportunities for children to engage in local arts events, ensuring that the children have the opportunity to be active members of their local community.

Wherever possible, children have the opportunity to visit a gallery or museum.

Each year, children will focus on three key disciplines: drawing and sketchbooks, surface and colour and working in three dimensions. These focuses form a pathway from Year 1 to Year 6 which will continually build on previous learning.

Scope and Sequence

	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>Spirals</b></p> <p>Using drawing, collage and mark-making to explore spirals and an introduction to sketchbooks.</p> <p><b>Focus:</b> Drawing and Sketchbooks</p> <p><b>Key Disciplines:</b> Drawing, Collage, Sketchbooks</p> <p><b>Mediums:</b> Graphite stick or soft B pencil, Handwriting Pen, Pastels &amp; Chalk</p> <p><b>Focus Artist:</b> Molly Haslund</p>	<p><b>Simple Printmaking</b></p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p><b>Focus:</b> Surface and Colour</p> <p><b>Key Disciplines:</b> Printmaking, Collage, Drawing</p> <p><b>Mediums:</b> Paper, Printing Ink, Plasticine, Printing Foam</p> <p><b>Focus Artist:</b> Karen Lederer</p>	<p><b>Making Birds</b></p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> <p><b>Focus:</b> Working in three dimensions</p> <p><b>Key Disciplines:</b> Sculpture, Drawing, Collage</p> <p><b>Mediums:</b> Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard</p> <p><b>Focus Artist:</b> Andrea Butler, Ernst Haekel, Dusciana Bravura</p>
Year 2	<p><b>Explore &amp; Draw</b></p> <p>Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p> <p><b>Focus:</b> Drawing and Sketchbooks</p> <p><b>Key Disciplines:</b> Drawing, Collage, Sketchbooks</p> <p><b>Mediums:</b> Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist</p> <p><b>Focus Artist:</b> Rosie James, Alice Fox</p>	<p><b>Expressive Painting</b></p> <p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.</p> <p><b>Focus:</b> Surface and Colour</p> <p><b>Key Disciplines:</b> Painting, Sketchbooks</p> <p><b>Mediums:</b> Acrylic Paint</p> <p><b>Focus Artist:</b> Marelá Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p>	<p><b>Be An Architect</b></p> <p>Exploring architecture and creating architectural models.</p> <p><b>Focus:</b> Working in Three Dimensions</p> <p><b>Key Disciplines:</b> Architecture, Drawing, Collage, Sketchbooks, Making</p> <p><b>Mediums:</b> Construction Materials</p> <p><b>Focus Artist:</b> Hundertwasser, Zaha Hadid, Heatherwick Studios</p>
Year 3	<p><b>Gestural Drawing with Charcoal</b></p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p><b>Focus:</b> Drawing and Sketchbooks</p> <p><b>Key Disciplines:</b> Drawing, Collage, Sketchbooks</p> <p><b>Mediums:</b> Charcoal</p> <p><b>Focus Artist:</b> Heather Hansen, Laura McKendry, Edgar Degas</p>	<p><b>Working with Shape and Colour</b></p> <p>“Painting with Scissors”: Collage and stencil in response to looking at artwork.</p> <p><b>Focus:</b> Surface and Colour</p> <p><b>Key Disciplines:</b> Printmaking (Stencil, Screen Print), Collage</p> <p><b>Mediums:</b> Printmaking Ink, Stencils &amp; Crayons</p> <p><b>Focus Artist:</b> Henri Matisse, Claire Willberg</p>	<p><b>Telling Stories Through Drawing &amp; Making</b></p> <p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p><b>Focus:</b> Working in Three Dimensions</p> <p><b>Key Disciplines:</b> Drawing, Sculpture, Sketchbooks</p> <p><b>Mediums:</b> Paper, Drawing Materials, Modelling &amp; Construction Materials (Modroc, clay, plasticine etc).</p> <p><b>Focus Artist:</b> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p>
Year 4	<p><b>Storytelling Through Drawing</b></p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p><b>Focus:</b> Drawing and Sketchbooks</p> <p><b>Key Disciplines:</b> Drawing and Sketchbooks</p> <p><b>Mediums:</b> Drawing Materials</p> <p><b>Focus Artist:</b> Laura Carlin, Shaun Tan</p>	<p><b>Exploring Still Life</b></p> <p>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p> <p><b>Focus:</b> Surface and Colour</p> <p><b>Key Disciplines:</b> Painting, Drawing, Collage, Sketchbooks, Relief</p> <p><b>Mediums:</b> Acrylic or poster paint, pen, pencil, ink, clay</p> <p><b>Focus Artist:</b> Paul Cezanne, Peter Claesz, Melchior d’ Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<p><b>Sculpture, Structure, Inventiveness &amp; Determination</b></p> <p>What can artists learn from nature?</p> <p><b>Focus:</b> Working in Three Dimensions</p> <p><b>Key Disciplines:</b> Drawing, Sculpture, Sketchbooks</p> <p><b>Mediums:</b> Various Drawing Materials, Construction Materials</p> <p><b>Focus Artist:</b> Marcus Coates</p>
Year 5	<p><b>Typography &amp; Maps</b></p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p><b>Focus:</b> Drawing and Sketchbooks</p> <p><b>Key Disciplines:</b> Design: Typography, Drawing, Collage, Sketchbooks</p> <p><b>Mediums:</b> Range of paper and drawing materials</p> <p><b>Focus Artist:</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<p><b>Making Monotypes</b></p> <p>Combine the monotype process with painting and collage to make visual poetry zines.</p> <p><b>Focus:</b> Surface and Colour</p> <p><b>Key Disciplines:</b> Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks</p> <p><b>Mediums:</b> Paper, Ink, Carbon Copy Paper, Paint</p> <p><b>Focus Artist:</b> Kevork Mourad</p>	<p><b>Set Design</b></p> <p>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> <p><b>Focus:</b> Working in Three Dimensions</p> <p><b>Key Disciplines:</b> Set Design, Making, Drawing, Sketchbooks</p> <p><b>Mediums:</b> Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials</p> <p><b>Focus Artist:</b> Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p>
Year 6	<p><b>2D Drawing to 3D Making</b></p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p><b>Focus:</b> Drawing and Sketchbooks</p> <p><b>Key Disciplines:</b> Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</p> <p><b>Mediums:</b> Card, Paper, Drawing materials</p> <p><b>Focus Artist:</b> Lubaina Himid, Claire Harrup</p>	<p><b>Exploring Identity</b></p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> <p><b>Focus:</b> Surface and Colour</p> <p><b>Key Disciplines:</b> Collage, Drawing, Sketchbooks</p> <p><b>Mediums:</b> Drawing Materials, Tablets, Paper</p> <p><b>Focus Artist:</b> Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>	<p><b>Shadow Puppets</b></p> <p>Explore how traditional and contemporary artists use cutouts and shadow puppets.</p> <p><b>Focus:</b> Working in Three Dimensions</p> <p><b>Key Disciplines:</b> Making, Drawing, Sketchbooks</p> <p><b>Mediums:</b> Paper, Construction Materials</p> <p><b>Focus Artist:</b> Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</p>

# Progression Plan

Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			www.accessart.org.uk		
	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Year 1	<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a></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. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Making Birds</a></p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <a href="#">Simple Printmaking</a></p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a></p> <p><a href="#">Make a simple elastic band sketchbook. Personalise it. Spirals</a></p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas <a href="#">Simple Printmaking</a></p> <p>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Simple Printmaking</a></p> <p>Practice observational drawing <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Making Birds</a></p> <p>Explore mark making <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Making Birds</a></p>	<p>Understand prints are made by transferring an image from one surface to another. <a href="#">Simple Printmaking</a></p> <p>Understand relief prints are made when we print from raised images (plates). <a href="#">Simple Printmaking</a></p> <p>Use hands and feet to make simple prints, using primary colours. <a href="#">Simple Printmaking</a></p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. <a href="#">Simple Printmaking</a></p> <p>Explore concepts like “repeat” “pattern” “sequencing”. <a href="#">Simple Printmaking</a></p>		<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a></p> <p>Understand we can create our own papers with which to collage. <a href="#">Making Birds</a></p> <p>Collage with painted papers exploring colour, shape and composition. <a href="#">Simple Printmaking</a></p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a></p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Making Birds</a></p> <p>Understand the meaning of “Design through Making” <a href="#">Making Birds</a></p> <p>Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a></p> <p>Use construction methods to build. <a href="#">Making Birds</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a></p>	<p>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.</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>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>Some children may feel able to share their response about classmates work.</p>

	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Year 2	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></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. <a href="#">Explore &amp; Draw</a> <a href="#">Be an Architect</a></p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw</a></p> <p>Create final collaged drawings (see “collage”) which explore composition. <a href="#">Explore &amp; Draw</a></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. <a href="#">All Pathways for Year 2</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <hr/> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. <a href="#">Explore &amp; Draw</a> <a href="#">Be an Architect</a></p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw</a></p> <p>Explore colour and colour mixing. <a href="#">Expressive Painting</a></p> <p>Make visual notes about artists studied. <a href="#">Explore &amp; Draw</a> <a href="#">Be an Architect</a></p>		<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a></p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a></p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting</a></p> <p>Understand the concept of still life. <a href="#">Expressive Painting</a></p> <hr/> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. <a href="#">Expressive Painting</a></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. <a href="#">Expressive Painting</a></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></p> <hr/> <p>Use the observational drawings made (see “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. <a href="#">Explore &amp; Draw</a></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw</a></p>	<p>Understand the role of an architect. <a href="#">Be an Architect</a></p> <p>Understand when we make sculpture by adding materials it is called Construction. <a href="#">Be an Architect</a></p> <hr/> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. <a href="#">Be an Architect</a></p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Be an Architect</a></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> <hr/> <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>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</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 &amp; perspective.</p>

	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Year 3	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move.</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a></p> <p>Understand that the way each persons’ sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a></p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a></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. <a href="#">Gestural Drawing with Charcoal Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a></p> <p>Brainstorm animation ideas. <a href="#">Working with Shape &amp; Colour</a></p>	<p>Understand that screen prints are made by forcing ink over a stencil. <a href="#">Working with Shape &amp; Colour</a></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. <a href="#">Working with Shape &amp; Colour</a></p> <hr/> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. <a href="#">Working with Shape &amp; Colour</a></p>	<p>Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a></p> <hr/> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see “making”). <a href="#">Telling Stories</a></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Working with Shape &amp; Colour</a></p> <hr/> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. <a href="#">Working with Shape &amp; Colour</a></p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p> <p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p> <hr/> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></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> <hr/> <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. <a href="#">All Pathways for Year 3</a></p> <hr/> <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 &amp; perspective.</p>

Year 4	Drawing	Sketchbooks	Print making	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p> <hr/> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <a href="#">Storytelling Through Drawing</a></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. <a href="#">Storytelling Through Drawing</a></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. <a href="#">Storytelling Through Drawing</a></p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a></p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a></p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a></p> <p>Test and experiment with materials. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a></p> <p>Brainstorm pattern, colour, line and shape. <a href="#">Exploring Still Life</a></p> <p>Reflect. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a></p>		<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a></p> <hr/> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a></p> <hr/> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a></p> <hr/> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). <a href="#">Exploring Still Life</a></p> <hr/> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a></p>		<p>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. <a href="#">Sculpture &amp; Structure</a></p> <hr/> <p>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. <a href="#">Sculpture &amp; Structure</a></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> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>



	Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Year 5	<p>Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></p> <hr/> <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. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see “making”). <a href="#">Set Design</a></p>	<p>Use sketchbooks to:</p> <p>Explore mark making. <a href="#">Typography &amp; Maps Set Design</a></p> <p>Brainstorm ideas generated when reading poetry or prose. <a href="#">Making Monotypes Set Design</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps Making Monotypes Set Design</a></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. <a href="#">Set Design</a></p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. <a href="#">Making Monotypes</a></p> <hr/> <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. <a href="#">Making Monotypes</a></p>	<p>See “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. <a href="#">Making Monotypes</a></p>	<p>Understand that set designers can design/make sets for theatres or for animations. <a href="#">Set Design</a></p> <p>Understand that designers often create scaled models to test and share ideas with others. <a href="#">Set Design</a></p> <hr/> <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. <a href="#">Set Design</a></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <a href="#">Set Design</a></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> <hr/> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>

Year 6	Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 3D</a></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 3D</a></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 3D</a></p> <hr/> <p>Explore using negative and positive space to “see” and draw a simple element/object. <a href="#">2D to 3D</a></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 3D</a></p> <p>Use collage to add tonal marks to the “flat image”. <a href="#">2D to 3D</a></p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <a href="#">2D to 3D</a></p> <p>Using the grid method to scale up an image. <a href="#">2D to 3D</a></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? <a href="#">Exploring Identity</a></p> <p>Explore combinations and layering of media. <a href="#">Exploring Identity</a></p> <p>Develop Mark Making <a href="#">2D to 3D</a> <a href="#">Exploring Identity</a> <a href="#">Shadow Puppets</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">2D to 3D</a> <a href="#">Exploring Identity</a> <a href="#">Shadow Puppets</a></p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <a href="#">Exploring Identity</a></p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p> <hr/> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. <a href="#">Exploring Identity</a></p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Exploring Identity</a></p>	<p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Exploring Identity</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Exploring Identity</a></p> <p>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. <a href="#">Shadow Puppets</a></p> <hr/> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a></p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <hr/> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>

As the children progress through the school, they will learn to use subject specific language accurately and effectively to communicate their ideas, intentions, reflections and outcomes, building on language from previous years. Teachers should refer to the individual pathway to understand the context and spirit of the language used.

Year 1	<p><b>Spirals:</b> 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>	<p><b>Simple Printmaking:</b> Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange Explore, Try, Test, Reflect Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit</p>	<p><b>Making Birds:</b> Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss</p>
Year 2	<p><b>Explore &amp; Draw:</b> Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback</p>	<p><b>Expressive Painting:</b> 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 Present, Share, Reflect, Discuss, Feedback</p>	<p><b>Be An Architect:</b> Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>
Year 3	<p><b>Gestural Drawings with Charcoal:</b> 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 &amp; 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</p>	<p><b>Working with Shape &amp; Colour:</b> "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</p>	<p><b>Telling Stories Through Drawing &amp; Making:</b> Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,</p>
Year 4	<p><b>Storytelling Through Drawing:</b> 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</p>	<p><b>Exploring Still Life:</b> 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</p>	<p><b>Sculpture, Structure, Inventiveness &amp; Determination:</b> Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns,</p>

	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,
Year 5	<b>Typography &amp; Maps:</b> 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,	<b>Making Monotypes:</b> Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<b>Set Design:</b> Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
Year 6	<b>2D Drawing to 3D Making:</b> 2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	<b>Exploring Identity:</b> Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<b>Shadow Puppets:</b> Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

<b>Possible questions to aid assessment:</b>					
<b>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</b>					
Year 1	<ul style="list-style-type: none"> <li>Tell me about what you are making</li> <li>What might you do next?</li> <li>Tell me about what you have made</li> </ul>	Year 3	<ul style="list-style-type: none"> <li>Tell me about that you are making and what inspired you</li> <li>What might you do next?</li> <li>Tell me about the materials and techniques you are using</li> <li>What have you discovered?</li> <li>How do you feel about the end result?</li> <li>What kinds of problems did you encounter and how did you get round them?</li> <li>Tell me about things you really liked or enjoyed</li> <li>What would you like to explore more of?</li> </ul>	Year 5	<ul style="list-style-type: none"> <li>Tell me about that you are making and what inspired you</li> <li>What might you do next?</li> <li>Tell me about the materials and techniques you are using</li> <li>What have you discovered?</li> <li>How do you feel about the end result?</li> <li>What kinds of problems did you encounter and how did you get round them?</li> <li>Tell me about things you really liked or enjoyed</li> <li>What would you like to explore more of?</li> <li>What is the potential of what you have done? What could you do next?</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Tell me about that you are making</li> <li>What might you do next?</li> <li>Which materials might you use?</li> <li>What have you discovered?</li> <li>Tell me about what you have made</li> <li>What would you like to explore more of?</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>Tell me about that you are making and what inspired you</li> <li>What might you do next?</li> <li>Tell me about the materials and techniques you are using</li> <li>What have you discovered?</li> <li>How do you feel about the end result?</li> <li>What kinds of problems did you encounter and how did you get round them?</li> <li>Tell me about things you really liked or enjoyed</li> <li>What would you like to explore more of?</li> </ul>	Year 6	<ul style="list-style-type: none"> <li>Tell me about that you are making and what inspired you</li> <li>What might you do next?</li> <li>Tell me about the materials and techniques you are using</li> <li>What have you discovered?</li> <li>How do you feel about the end result?</li> <li>What kinds of problems did you encounter and how did you get round them?</li> <li>Tell me about things you really liked or enjoyed</li> <li>What would you like to explore more of?</li> <li>What is the potential of what you have done? What could you do next?</li> </ul>

# Impact

Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work over time. Evidence is obtained by considering outcomes and products, observing processes and techniques, and discussing what they know. Observations made while the children work inform future planning. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and identify their next steps.

Conversation based assessment takes place throughout the creative process, not just at the end. Conversations might be whole class, group or 1:1 and will feed into processes of reflection and evaluation.

Opportunities for teachers to meet to review children's art and design work across the school and to 'standardise' judgements are built into the school calendar.