

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

## Art & Design Overview of Progression of Skills

EYFS																
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EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORATION	MARK-MAKING	EXPLORATION SHAPES	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
	Shells: Observational and Imaginative Drawing	✓	✓	✓	✓			✓	✓	✓	✓	✓				explore-draw
	Collecting, Arranging, Drawing	✓						✓	✓	✓	✓					explore-draw
	Still Life Compositions Inspired by Cezanne	✓	✓	✓	✓	✓		✓	✓	✓						explore-draw

'I can do everything through Him who gives me strength.' Philippians 4:13

EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORATION	MARK-MAKING	EXPLORATION SHAPING	MODELING	HAND-EYE COORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
	Collaging with Wax Crayon Rubbings	✓			✓			✓	✓	✓	✓					simple-printmaking
	Collecting, Arranging, Drawing	✓						✓	✓	✓	✓					explore-draw/
	Printing with String	✓		✓	✓			✓	✓	✓	✓	✓				simple-printmaking
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORATION	MARK-MAKING	EXPLORATION SHAPING	MODELING	HAND-EYE COORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
HOW CAN WE BUILD WORLDS?	Cardboard Creations					✓	✓	✓	✓	✓	✓	✓	✓			playful-making
	Prop Making for Toys /						✓	✓	✓	✓	✓		✓			playful-making
	Creating a Book World						✓	✓	✓	✓	✓		✓			be-an-architect/
	World in a Matchbox					✓	✓	✓	✓	✓	✓		✓			playful-making
	Insect Hotels					✓	✓	✓	✓	✓						stick-transformation-project
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORATION	MARK-MAKING	EXPLORATION SHAPING	MODELING	HAND-EYE COORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES

																	FEED INTO	
HOW CAN WE BUILD EXPLORE MATERIALS & MARKS?	Burton Hathow Ducklings	✓			✓	✓		✓	✓	✓	✓						making-birds	
	Printing With String	✓		✓	✓			✓	✓	✓	✓	✓					simple-printmaking	
	Nursery Night Time Collage	✓		✓	✓	✓		✓	✓	✓							flora-and-fauna	
	Imaginary Landscapes	✓		✓	✓	✓		✓	✓	✓	✓						flora-and-fauna	
	Transforming Objects	✓		✓	✓	✓		✓	✓	✓	✓	✓					expressive-painting	
	Galaxy Painting	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓					exploring-watercolour
	Collaging with Wax Crayon Rubbings	✓			✓	✓		✓	✓	✓	✓							simple-printmaking
	Repeat Pattern Printing Roller	✓		✓	✓		✓	✓	✓	✓								simple-printmaking
EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORATION	MARK-MAKING	EXPLORATION SHAPING	MODELLING	HAND-EYE COORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MIND SETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO		
HOW CAN WE EXPLORE	Insect Hotels						✓	✓	✓	✓							tick-transformation-project	

RE 3D MATE RIALS ?	Fruit & Veg Heads	✓				✓	✓	✓	✓	✓		✓	✓			playful- making
	Clay Play				✓	✓	✓	✓	✓	✓						playful- making
	Cardboard Creations					✓	✓	✓	✓	✓	✓	✓				playful- making
	Repeat Pattern Printing Roller	✓		✓	✓			✓	✓	✓						simple- printmak ing
EXPER IENCE	RESOURCE	COLO UR RECO GNITI ON	COLO UR MIXI NG	EXPL ORE LINE	MAR K- MAKI NG	EXPL ORE SHAP E	MOD ELLIN G	HAND -EYE CO- ORDI NATI ON	DEXT ERITY	FINE MOT OR SKILL S	NURT URE CURI OSITY	OPEN MIND SETS	CREA TING NARR ATIVE	VISU AL LITER ACY	REFLE CTIN G & TALKI NG	YEAR 1 & 2 PATHW AYS THE RESOUR CES FEED INTO
	Movement Maps	✓		✓	✓			✓	✓	✓	✓					music-and- art
	Repeat Pattern Printing Roller	✓		✓	✓			✓	✓	✓						simple- printmak ing
	Hands, Feet and Flowers	✓	✓	✓	✓	✓		✓	✓	✓	✓					simple- printmak ing
	Printing With String	✓		✓	✓			✓	✓	✓	✓	✓				simple- printmak ing
EXPER IENCE	RESOURCE	COLO UR RECO GNITI ON	COLO UR MIXI NG	EXPL ORE LINE	MAR K- MAKI NG	EXPL ORE SHAP E	MOD ELLIN G	HAND -EYE CO- ORDI NATI ON	DEXT ERITY	FINE MOT OR SKILL S	NURT URE CURI OSITY	OPEN MIND SETS	CREA TING NARR ATIVE	VISU AL LITER ACY	REFLE CTIN G & TALKI NG	YEAR 1 & 2 PATHW AYS THE RESOUR CES FEED INTO

HOW CAN WE USE OUR IMAGINATIONS?	Imaginary Landscapes	✓		✓	✓	✓		✓	✓	✓	✓					flora-and-fauna
	Mark-Making and Sound			✓	✓			✓	✓	✓		✓				music-and-art
	Lets Start With Collage							✓	✓	✓	✓	✓	✓			flora-and-fauna
	Galaxy Painting	✓	✓	✓	✓			✓	✓	✓	✓	✓				watercolour-pathway
	Fruit & Veg Heads	✓				✓	✓	✓	✓	✓		✓	✓			playful-making
	Cardboard Creations					✓	✓	✓	✓	✓	✓	✓				playful-making

EYFS Main areas of learning coverage:

**Communication and Language**

(Listening, Attention and Understanding)

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

(Speaking)

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

**Personal, Social and Emotional Development**

(Self-Regulation)

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

(Managing Self)

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

(Building Relationships)

- Form positive attachments to adults and friendships with peers.

Work and play cooperatively and take turns with others.

- Show sensitivity to their own and to others' needs.

**Understanding the World**

(The Natural World)

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

### **Expressive Arts and Design**

(Creating with Materials)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **Physical Development**

(Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

## **KS1**

### **NC Subject Content:**

Pupils should be taught:

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

## **KS2**

### **NC Subject Content:**

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

Pupils should be taught:

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

Cycle A			
	Year 1 & 2 Cycle A	Year 3 & 4 Cycle A	Year 5 & 6 Cycle A
Skills:	Spirals Drawing, Sketchbooks	Gestural Drawing with Charcoal Drawing, Sketchbooks	Typography and Maps Drawing, Sketchbooks, Making
A	<p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a</p>	<p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a</p>	<p>Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.</p> <p>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p> <p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p>

	<p>continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Molly Haslund.</i></p>	<p>dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Edgar Degas, Laura McKendry, Heather Hansen</i></p>	<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p><i>Louise Fili, Grayson Perry, Paula Scher</i></p>
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<b>Year 1 &amp; 2 Cycle A</b> <b>Skills: Simple Printmaking</b> <b>Printmaking, Collage, Sketchbooks</b>	<b>Year 3 &amp; 4 Cycle A</b> <b>Working with Shape &amp; Colour</b> <b>Drawing, Collage, Stencils, Screen Print, Sketchbooks</b>	<b>Year 5 &amp; 6</b> <b>Cycle A</b>
<p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the half term.</p> <p>Pupils will explore textured objects which they will take rubbings from,</p>	<p>Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p>	



	<p>using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>William Morris, Angie Lewin</p>	<p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p> <p>I can add to my collage using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work.</p> <p>I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> <p>Matisse, Claire Willberg</p>	
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Skills	Year 1 & 2 Cycle A	Year 3 & 4 Cycle A	Year 5 & 6 Cycle A
	<b>Making Birds Sculpture, Drawing, Collage, Sketchbooks</b>	<b>Making Animated Drawings Drawing, Making, Sketchbooks</b>	<b>Architecture: Big or Small Making, Drawing, Sketchbooks</b>
	<p>Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</p> <p>drawings of feathers working They will recall the mark making e used throughout the year and to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks</p>	<p>Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen.</p> <p>Pupils will explore what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will also respond to the work through peer discussion. Pupils will begin to plan their own puppet and the simple</p>	<p>Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.</p> <p>Pupils will be introduced to the question: "As architects, should we aspire to fill the world full of amazing, beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?"</p> <p>Pupils will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture</p>

	<p>with a range of materials and have made conscious choices about which materials they want to use.</p> <p>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</p> <p>Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 &amp; 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.</p> <p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</p>	<p>movements it might make.</p> <p>Pupils will make their own moveable drawings, using their imagination to think about what character they want to make and how they might make it move. They will consider joints, line and mark making. Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme. They will work collaboratively to create a shared background for all the puppets / They will draw their own individual backgrounds relating to their puppet. If there is time pupils will use basic digital software to capture their puppets moving.</p> <p>Pupils will display their work in a clear space / watch their animations and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</b></p>	<p>that appeals to them.</p> <p>Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist 'The Shoreditch Sketcher'.</p> <p>Pupils will consider whether they want their building to be big or small. Using foamboard, children will build a model of their house using the 'Design Through Making approach', taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p><b>Shoreditch Sketcher, Various Architects</b></p>
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<b>Skills:</b>	Year 1 & 2 Cycle A	Year 3 & 4 Cycle A	Year 5 & 6 Cycle A
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Paint,  
Textur

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Colour  
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Skills:

Year 1 & 2  
Cycle A

Year 3 & 4  
Cycle A

Year 5 & 6 Cycle A

### Fashion Design

Fashion, Drawing, Making, Sketchbooks

Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.

Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.

Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.

Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.

Pupils will work in pairs or teams to document their work using cameras or Ipads.

**Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla**

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Cycle B

	Year 1 & 2 Cycle B	Year 3 & 4 Cycle B	Year 5 & 6 Cycle B
	<b>Explore &amp; Draw</b> <b>Drawing, Sketchbooks, Collage</b>	<b>Storytelling Through Art</b> <b>Drawing, Sketchbooks, Collage</b>	

Drawing & Sketch books

B

Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.

Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.

Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.

Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

*Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.*

Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.

Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.

Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

*Laura Carlin, Shaun Tan*

	Year 1 & 2 Cycle B	Year 3 & 4 Cycle B	Year 5 & 6 Cycle B
<b>Skills:</b>		<b>Exploring Pattern Drawing, Collage, Sketchbooks</b>	
		Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They	

	<p>repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.</p> <p>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as “parallel”. They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p> <p>Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. They will take photos of their work thinking about focus and light.</p> <p><b>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</b></p>	
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	Year 1 & 2 Cycle B	Year 3 & 4 Cycle B	Year 5 & 6 Cycle B
<b>Skills:</b>	<b>Be An Architect</b> Architecture, sketchbooks, drawing		<b>Fashion Design</b> Fashion, Drawing, Making, Sketchbooks

**Working in 3 Dimensions  
B**

Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.

Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.

Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Hundertwasser, Zaha Hadid, Heatherwick Studios

	Year 1 & 2 Cycle B	Year 3 & 4 Cycle B	Year 5 & 6 Cycle B
<b>Skills:</b>	<b>Expressive Painting Painting, Sketchbooks</b>		

Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.

Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to their knowledge of primary and secondary colours through expressive mark making, connecting and texture. Pupils will then consolidate what they have learnt by recording and reflecting in books.

Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.

Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne

	Year 1 & 2 Cycle B	Year 3 & 4 Cycle B	Year 5 & 6 Cycle B
<b>Skills:</b>			<b>Shadow Puppets</b> Making, Drawing, Sketchbooks



Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper.

They will understand how paper can be cut and shaped to create puppets.

They will record their responses and ideas in sketchbooks.

Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets.

They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Pupils will perform a shadow puppet show.

**Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte**

**'I can do everything through Him who gives me strength.' Philippians 4:13**