

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

Art & Design Knowledge and Skills Progression

This document aims to track expectations for Art & Design at Marsh Gibbon CE School.

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.

EYFS	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills			
Drawing	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<ul style="list-style-type: none"> Collecting, Arranging Drawing Movement Maps Shells: Observational and imaginative drawing <p>Understand what is meant by the term 'collection.'</p> <p>Begin to 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 different media make different marks.</p> <p>Begin to understand the need to look and study the object/s that we are drawing.</p> <p>Know that we can also draw from imagination.</p> <hr/> <p>Develop the pincer grip.</p> <p>Develop the ability to create different marks.</p> <p>Practise hand-eye co-ordination</p> <p>Explore lines made by a drawing tool.</p> <p>Develop collecting skills and oracy when discussing work.</p>	<ul style="list-style-type: none"> Collaging with wax crayon rubbings Printing with string Repeat Pattern Printing Roller Hands, feet and flowers. Nursery night time collage <p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Understand that there are a variety of textures and surfaces in the world around us and that rubbings can capture a reproduction of the surface.</p> <p>Naming colours, primary colours introduced.</p> <p>Know that watercolour paint can be used to create a 'wash'.</p> <hr/> <p>Use hands and feet to make simple prints, using primary colours.</p>	<ul style="list-style-type: none"> Transforming objects Galaxy Painting Burton Hathow Duckings <p>Naming colours.</p> <p>Begin to explore colour mixing.</p> <p>Know that we can paint with brushes but also other materials and our bodies.</p> <p>Familiarity with natural objects such as acorns, conkers and seeds.</p> <p>Begin to gain knowledge of composition.</p> <hr/> <p>Develop the pincer grip and dexterity skills.</p> <p>Develop the ability to create different marks with paint.</p> <p>Paint with the edge of card strips to create texture.</p> <p>Colour and shape recognition.</p> <p>Create own still life compositions.</p> <p>Experiment with different tools (a variety of brushes,</p>	<ul style="list-style-type: none"> Nursery night time collage Let's start with collage <p>Understand that a collage can be created by sticking different materials such as photographs and pieces of paper or fabric on to a backing.</p> <p>Collage can be used to create an imaginative story.</p> <p>Existing images can be combined with own additions (for examples we can add drawings or paintings.)</p> <p>Begin to gain knowledge of composition.</p> <hr/> <p>Create layers.</p> <p>Develop the pincer grip and dexterity skills.</p> <p>Explore cutting, tearing, arranging and manipulating materials.</p> <p>Develop oracy skills when discussing work and reasons for decisions made.</p>	<ul style="list-style-type: none"> Fruit and veg heads Clay play Cardboard Creations Prop making for toys Insect hotels World in a matchbox <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand that artists often follow own interests.</p> <hr/> <p>Use a variety of materials to make sculpture (for example, clay and cardboard, vegetables.)</p> <p>Use construction methods to build.</p> <p>Create using natural, found materials outside.</p> <p>Work in a playful way.</p> <p>Be imaginative and follow own interests.</p> <p>Work in a variety of scales from creating large cardboard sculptures to miniature matchbox worlds.)</p>	<p>Exposure to a variety of materials and textures.</p> <p>To have tried a variety of techniques to create artwork.</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>Feel confident to use a variety of materials and techniques.</p> <p>To begin to make choices about own work.</p> <p>To develop fine motor skills.</p> <p>With support, reflect on the work of other artists as well their own work and the work of their peers. Say what they like and if there is anything that they might like to try next time.</p>

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

	<p>Using movement to create prints.</p> <p>Collect textured objects to make rubbings, exploring how we ink up the plates and transfer the image. Explore concepts like “repeat” “pattern” “sequencing”.</p> <p>Create own patterns with string on a 3-dimensional surface.</p> <p>Develop dexterity skills.</p> <p>Explore the technique of wax resist.</p> <p>Use watercolour paint to create a ‘wash’.</p>	<p>spongers, rollers, scrapers, pipettes etc.)</p>		<p>Develop oracy skills when discussing work with peers.</p>	
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Year 1 & 2 Cycle A	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking</p> <p>Practice observational drawing Spirals Simple Printmaking Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Making Birds</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <hr/> <p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</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. Simple Printmaking</p> <p>Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking</p>	<p>Covered in cycle B</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <p>Understand we can create our own papers with which to collage. Making Birds</p> <hr/> <p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of “Design through Making” Making Birds</p> <hr/> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</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> <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>Some children may feel able to share their response about peers’ work.</p>

Year 1 & 2 Cycle B		Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</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. Explore & Draw Be an Architect</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <hr/> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Be an Architect</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists studied. Explore & Draw Be an Architect</p>	<p>Covered in cycle A</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting</p> <p>Understand the concept of still life. Expressive Painting</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. Expressive Painting</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. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <hr/> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Understand the role of an architect. Be an Architect</p> <p>Understand when we make sculpture by adding materials it is called Construction. Be an Architect</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. Be an Architect</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect</p> <p>Transform materials into a sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Be an Architect</p>	<p>Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked..."). Present own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention. Share responses to classmates' work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. Some children may make films thinking about</p>

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Year 3 & 4 Cycle A	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</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. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. (All Pathways)</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. (All Pathways)</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Animated Drawings</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Animated Drawings</p> <p>Brainstorm animation ideas. Working with Shape & Colour Animated Drawings</p>	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour</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. Working with Shape & Colour</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. Working with Shape & Colour</p> <p><i>Note for 2023 covered stencilling pathway.</i></p>	<p>Covered in cycle B</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour</p> <hr/> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with</p>	<p>Understand that articulated drawings can be animated. Animated Drawings</p> <hr/> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. (All Pathways)</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 peers’ work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>

<p>Working with Shape & Colour Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings</p>				<p>Shape & Colour</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. (All Pathways)</p>
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Year 3 & 4 Cycle B	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern</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. Storytelling Through Drawing</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. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. (All Pathways)</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern Festival Feasts</p> <p>Reflect. Storytelling Through Drawing Exploring Pattern Festival Feasts</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Festival Feasts</p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Festival Feasts</p> <hr/> <p>Understand that artwork can be a collaborative piece. Festival Feasts</p> <hr/> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</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. Festival Feasts</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. Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</p>	<p>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> <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. (All Pathways)</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>

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<p>tessellations, repeat pattern or folding patterns. Exploring Pattern</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. Storytelling Through Drawing</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. (All Pathways)</p>
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Year 5 & 6 Cycle A		Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation		
<p>Understand that designers create fonts and work with Typography. Typography & Maps</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. Typography & Maps</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. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Fashion Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Architecture: Big or Small Fashion Design</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. Architecture: Big or Small Fashion Design</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. Fashion Design</p>	<p>Covered in cycle B</p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between the shape and pattern and 3d form and function.</p>	<p>Understand that designers often create scaled models or mock ups to test and share ideas with others. Fashion Design</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design</p> <hr/> <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. Architecture: Big or Small</p> <p>Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. (All Pathways)</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.</p>		

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<p>respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p>			<p>Mix colours should be mixed with care using the colour wheel where necessary. Mix secondary and tertiary colours, being able to control the amounts of these to suit their own purpose. Understand colour relationships such as complimentary and harmonious colours. Fashion Design</p> <p>Comment on a range of different artists' work and painting styles. They should be more confident at articulating which styles they prefer and why they like them. Fashion Design</p> <p>Uses paint to decorate, improve and embellish ideas. Fashion Design To know that we can use colour, pattern, line, shape, form, material, texture to express our creativity. Fashion Design Listen to a design brief, and use my sketchbook to generate and test ideas, mixing paint to explore colour, line, shape, pattern in response to the brief. Fashion Design</p> <hr/> <p>Create a variety of painted patterns, experimenting with acrylic paint. Fashion Design Control the amount of paint they need to use and/or use water so that they don't obliterate under-drawings or finer details Mix colour intuitively to create painted, patterned sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 "making"). Fashion Design</p>		<p>Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? (All Pathways)</p>
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Year 5 & 6 (Cycle B)	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that there is often a close relationship between	Use sketchbooks to:	Understand that artists sometimes use their skills, vision and creativity to	Understand that paint can be used with a variety of		Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.

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

<p>drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D Making</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p> <hr/> <p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 3D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 2D</p>	<p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 2D</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? Activism</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p> <p>Explore combinations and layering of media. Activism</p> <p>Develop Mark Making Activism 2D to 2D Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 3D Shadow Puppets</p>	<p>Speak on behalf of communities they represent, to try to change the world for the better. Activism</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism</p> <hr/> <p>Understand what is meant by negative space. 2D to 3D making</p> <hr/> <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. Activism</p> <p>Use screen printing and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p>	<p>other media to create artwork. Activism</p> <hr/> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Activism</p>	<p>Understand that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. Shadow Puppets To know that we can work in collaboration with others to make a shared experience. Shadow Puppets</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. Shadow Puppets</p> <p>Understand that drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. 2D to 3D Making</p> <p>To realise that there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 2D to 3D Making</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. Shadow Puppets</p> <p>Pupils explore how they can take inspiration from other artists and craftspeople, and adapt ideas to suit their own way of working. Shadow Puppets</p> <p>Explore drawing techniques such as grid drawing, using negative space, and mark making (including tonal value), before transforming drawings into sculpture. 2D to 3D Making</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> <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. (All Pathways)</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 & perspective. (All Pathways)</p>
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