FROXFIELD
CE SCHOOL

Froxfield Primary School Art Progression Document

Year R and KS1 Cycle A	Cycle A Autumn 1 Explore and Draw ***(Nicole White, Richard Long)*** Spring 1 Expressive Painting *(**Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne)*** Summer 2 Be an Architect (**Hundertwasser, Zaha Hadid, Heatherwick Studios)**	Cycle B Autumn 1 Explore and Draw ***(Nicole White, Richard Long)*** Spring 2 Expressive Painting *(**Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne)*** Summer 2 Be an Architect ***(Hundertwasser, Zaha Hadid, Heatherwick Studios)***	Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

End of pre-School expectation:
Explore and experiment with a range of 3D Materials using their own ideas

Use a range of 2D materials to draw and paint with some detail

Talk about their own work and the work of artists with a developing vocabulary

EYFS- Ongoing through each unit:

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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

Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors,*	EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;*		EYFS Safely use and explore a variety of materials, tools and techniques. Draw and paint for a sustained period of time at an appropriate level with growing accuracy and detail Understand that some painters use expressive,	*EYFS* *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors,*	*EYFS* *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including*	*EYFS* *Share their creations, explaining the process they have used;* as well as the process and end products of other artists *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;*

paint brushes and cutlery; *Begin to show accuracy and care when drawing.* Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw 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 (Cycle A) Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw	*Begin to show accuracy and care when drawing.* Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Work in sketchbooks to: Explore the qualities of different media. Explore & Draw t Be an Architect Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore colour and colour mixing. Expressive Painting Make visual notes about artists studied. Explore & Draw Be an Architect		gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Understand the concept of still life. Expressive Painting 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 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	*paint brushes and cutlery;* Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw 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 Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw	*scissors, paint brushes and cutlery;* Understand the role of an architect. Be an Architect (Cycle A) Understand when we make sculpture by adding materials it is called Construction. Be an Architect 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 Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect (Cycle A)	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. All Pathways for Year 2 Reflect upon the artists' work, and share your response verbally ("I liked…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2

Suggested Drawing Exercises for alternate half terms: https://www.accessart.org.uk/drawing-journey-children-5-7-exercises/

VOCABULARY

Explore & Draw:	Be An Architect:	Expressive Painting:
Explore, Present, arrange, **composition** Photograph, Focus, Light, Shade, **Observational Drawing, Close study**, Intention, **Pressure,** Line, Mark, Page Sense of Touch **Wax resist,** Graphite, Watercolour, Mark making, **Line, Tone, Shape,** Reflect, Present, Share, Discuss, Feedback	**Architect, Architecture, Designer, Maker** Model, **Scale**, Response, Imagination, experience. **Three Dimensional, Form, Structure,** 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	Gesture, **Gestural,** Mark making, **Loose, Evocative, Emotion,** Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Life, Shape, Form, Texture, Line Primary Colours , Secondary Colours, Tints, Hues, Medium, Surface, Texture, **Impasto** Mark making Tools, **Palette Knife**, **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,

Year R and KS1 Cycle B	Cycle A Autumn 2 Self Portrait (***Kehinde Wiley)*** Spring 1 Playful Making ***(Linda Bell, Nnena Kalu)*** Summer 2 Inspired by Flora and Fauna (Choice)	Purple = Substantive Knowledge Green = Implicit Knowledge / Skills
End of pre-School expectation:		

Explore and experiment with a range of 3D Materials using their own ideas

Use a range of 2D materials to draw and paint with some detail

Talk about their own work and the work of artists with a developing vocabulary

EYFS- Ongoing through each unit:

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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

Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
EYFS Safely use and explore a variety of materials, tools and techniques.	EYFS Safely use and explore a variety of materials, tools and techniques.	EYFS Safely use and explore a variety of materials, tools and techniques	EYFS Safely use and explore a variety of materials, tools and techniques.	EYFS Safely use and explore a variety of materials, tools and techniques.	EYFS Safely use and explore a variety of materials, tools and techniques.	*EYFS* *Share their creations, explaining the process they have used;* as well as the process and end products of other artists
Draw and paint for a sustained period of time at an appropriate level with growing accuracy and detail.	Draw and paint for a sustained period of time at an appropriate level with growing accuracy and detail.	Explore concepts like "repeat" "pattern" "sequencing". Self portrait	Draw and paint for a sustained period of time at an appropriate level with growing accuracy and detail.	Collage with painted papers exploring colour, shape and composition Flora & Fauna	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making	*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;*
Understand drawing is a physical activity. Self portrait	Use sketchbooks to: Develop experience of primary and secondary colours Flora & Fauna		Develop experience of primary and secondary colours Self Portrait		Understand the meaning of "Design through Making"" Playful Making	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration Self Portrait. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or	Practice observational drawing Self portrait Flora & Fauna Explore mark making Self portrait Flora & Fauna				Use a combination of two or more materials to make sculpture." Playful Making Use construction methods to build." Playful Making	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 for Year 1 Reflect upon the artists' work, and share your response verbally ("I liked…").

pencil crayon.Self Portrait Flora & Fauna					Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy Playful Making	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Some children may feel able to share their response about classmates work. All Pathways for Year 1

Suggested Drawing Exercises for alternate half terms: https://www.accessart.org.uk/drawing-journey-children-5-7-exercises/

VOCABULARY

Self Portrait:	**Playful Making:**	**Flora & Fauna:**
Portrait self-portrait primary colour secondary colour repeating pattern Reflect, Discuss, Share, Think	Sculpture, Sculptor, Three Dimensions Design Through Making Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance Reflect, Discuss, Share	Flora Fauna Line, Shape, Colour, tones, hues, tints Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss

Year R and KS1 Cycle C	Cycle B Autumn 2 Spirals (***Molly Haslund)*** Spring 2 Making Birds (Choice) Summer 2 Simple Printmaking	Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

End of pre-School expectation:
Explore and experiment with a range of 3D Materials using their own ideas

Use a range of 2D materials to draw and paint with some detail

Talk about their own work and the work of artists with a developing vocabulary

EYFS- Ongoing through each unit:

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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

Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* *Begin to show accuracy and care when drawing.* Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and	EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* *Begin to show accuracy and care when drawing.* Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals Use sketchbooks to: Test out printmaking ideas Simple Printmaking Develop experience of primary and secondary colours Spirals Simple Printmaking Practice observational drawing Spirals Simple Printmaking Making Birds	*EYFS* *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Simple Printmaking Use hands and feet to make simple prints, using primary colours. Simple Printmaking 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 Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking	*EYFS* *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* Develop experience of primary and secondary colours Spirals Simple Printmaking Use hands and feet to make simple prints, using primary colours. Simple Printmaking	*EYFS* *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* Understand collage is the art of using elements of paper to make images. Making Birds Understand we can create our own papers with which to collage. Making Birds Collage with painted papers exploring colour, shape and composition. Simple Printmaking Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add	*EYFS* *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds Understand the meaning of “Design through Making” Making Birds Use a combination of two or more materials to make sculpture. Making Birds ” Use construction methods to build. Making Birds ” Work in a playful, exploratory way,	*EYFS* *Share their creations, explaining the process they have used;* as well as the process and end products of other artists *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;* Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1 Reflect upon the artists’ work, and share your response verbally (“I liked…”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).

body. Work at a scale to accommodate exploration. Spirals Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking	Explore mark making Spirals Simple Printmaking Making Birds			to sculpture. Making Birds	responding to a simple brief, using Design through Making philosophy. Making Birds "	Some children may feel able to share their response about classmates work. All Pathways for Year 1

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VOCABULARY

Spirals:	Simple Printmaking:	Making Birds:
Spiral, Pressure, Motion, **Continuous Line**	**Print, Press, Pressure**	Lines, Shapes, Mark Making, **Texture**
Graphite	**Primary colours** Red, Yellow, Blue	Graphite, Pastel, Oil Pastel,
Drawing Surface	Shape, Line, Arrangement	Observation,
Oil Pastel, **Dark, Light, Blending**	Rubbing, Texture,	Blending,
Mark Making	Collage, Arrange	Transform,
Colour, Pattern	Reflect	Crumple
Observation	**Printmaker**	Collage
Reflect, Discuss, Share, Think	**Relief print, Plate, Impression,**	**Sculpture, Structure, Balance**

	Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Image Reflect, Discuss, Share	**Personality**, Character, **Installation** Flock Collaboration Present, Reflect, Share, Discuss

Year 3 and 4 **Cycle A**	Cycle A Autumn 1 Storytelling through Drawing ***(Laura Carlin, Shaun Tan)*** Spring 1 Festival Feasts ***(Claes Oldenberg, Lucia Hierro, Nicole Dyer)*** Summer 1 Working with Shape and Colour ***(Henri Matisse, Claire Willberg)***				Purple = Substantive Knowledge Green = Implicit Knowledge / Skills	
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
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 Interpret poetry or prose and create sequenced images in either an accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3 Work in sketchbooks to: 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. Working with Shape & Colour	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour 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 Use mono print or screen print over collaged work to make a creative response to an original artwork.	To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour 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,	To understand that making 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 Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3

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	Develop mark making skills. Working with Shape & Colour Brainstorm animation ideas. Working with Shape & Colour Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Festival Feasts Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Festival Feasts Test and experiment with materials. Storytelling Through Drawing Festival Feasts Brainstorm pattern, colour, line and shape. Festival Feasts Reflect. Storytelling Through Drawing Festival Feasts	Consider use of layers to develop meaning. Working with Shape & Colour		line, colour and composition. Working with Shape & Colour	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 To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts	Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might…). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3

Suggested Drawing Exercises for alternate half terms: https://www.accessart.org.uk/drawing-journey-children-7-9-exercises/

VOCABULARY

Storytelling Through Drawing:	Festival Feasts:	Working with Shape & Colour:
Illustration, Inspiration, Interpretation, Original Source, **Graphic Novel**, Poetry, Prose, Stage, **Quality of line, Line Weight**, Mark Making, Graphite, Quill, Watercolour, Water-soluble, Composition, Sequencing, **Visual Literacy, Narrative** Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Viewpoint, **Relationship 2D 3D**, Transform, Graphics, **Design Through Making, Construct**, Contribute, Artwork, **Installation,** Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	"Show Me What You See", Response, **Elements, Composition**, **Negative, Positive, Shape** Photograph, Focus, Present, Share, Reflect, Respond, Feedback

Year 3 and 4 **Cycle B**	Autumn 1 Gestural Drawing with Charcoal ***(Heather Hansen, Laura McKendry, Edgar Degas)*** Spring 1 Exploring Still Life ***(Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato)*** Summer 2 Telling Stories ***(Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake)***		Purple = Substantive Knowledge Green = Implicit Knowledge / Skills	
Drawing	**Sketchbooks**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4 Use sketchbooks to: Practise drawing skills. Exploring Still Life Explore the qualities of charcoal. Gestural Drawing with Charcoal Make visual notes to record ideas and processes discovered through looking at other artists. Exploring Still Life	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories That clay and Modroc are soft materials which finally dry/set hard. Telling Stories	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That

Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal	Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Telling Stories Test and experiment with materials. Exploring Still Life Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Animated Drawings Brainstorm pattern, colour, line and shape. Exploring Still Life Reflect. Exploring Still Life	to use collage from painted sheets). Exploring Still Life Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life	An armature is an interior framework which support a sculpture. Telling Stories Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories Make an armature to support the sculpture. Telling Stories	we may share similarities. Understand all responses are valid. All Pathways for Year 4 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4

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VOCABULARY

Gestural Drawings with Charcoal:	Exploring Still Life:	Telling Stories Through Drawing & Making:
Charcoal, Gestural, Loose, Expressive, Mark Making **Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone,** Squint. Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Photograph, Film, Composition, Present, Share, Reflect, Respond, Feedback	**Still Life, Genre, Traditional, Contemporary,** **Composition, Viewfinder, Background, Foreground,** **Light, Dark, Tone, Shadow, Colour, Hue, Tint,** Elements, Pattern, Texture, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Experiment, Test, Try Out **Wash, Layer**, **Sculpture, Armature**, Structure, **Modroc**, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,

Year 5 and 6 Cycle A	Autumn 2 Typography and Maps *(**Louise Fili, Grayson Perry, Paula Scher, Chris Kenny**)* Spring 2 Take a Seat *(**Yinka Ilori**)* Summer 1 Mixed Media Land and Cityscapes (***Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones**)*			Purple = Substantive Knowledge Green = Implicit Knowledge / Skills	
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that designers create fonts and work with Typography. Typography & Maps 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 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 Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps Combine drawing with making to create pictorial / 3	Use sketchbooks to: Explore mark making. Typography & Maps Mixed Media Landscapes Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Mixed Media Landscapes Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes Make visual notes to capture, consolidate and reflect upon the artists studied. Take a Seat		Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Take a Seat Understand that artists and designers add colour, texture, meaning and richness to our life. Take a Seat 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. Take a Seat Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat	Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team.

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. Typography & Maps					Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5

Suggested Drawing Exercises for alternate half terms: https://www.accessart.org.uk/drawing-journey-children-9-11-exercises/

VOCABULARY

Typography & Maps:	Take a Seat:	Land and City Scapes:
Typography, **Graphics**, Design, Purpose, Intention, Exploratory, **Visual Impact** Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Chair Design, **Designer, Craftsperson, Maker** **3D Doodle, Design through Making,** Expression, Personality, Character, **Materials, Form, Function**, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	**Landscape, Cityscape, Working from Life, Mixed Media**, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Year 5 and 6 Cycle B	Autumn 2 2D Drawing to 3D Making ***(Lubaina Himid, Claire Harrup)*** Spring 1 Exploring Identity ***(Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett)*** Summer 1 Architecture: Dream Big or Small ***(Shoreditch Sketcher, Various Architects- choose from)***				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 drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D	Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Using the grid method to scale up an image. 2D to 2D 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? Exploring Identity Explore combinations and layering of media. Exploring Identity Develop Mark Making Exploring Identity 2D to 2D	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 Exploring Identity	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. Exploring Identity Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity	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 . Exploring Identity Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity Take a Seat 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	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Use collage to add tonal marks to the "flat image". 2D to 2D	Make visual notes to capture, consolidate and reflect upon the artists studied. Exploring Identity 2D to 2D 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 Exploring Identity				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 for Year 6

Suggested Drawing Exercises for alternate half terms: https://www.accessart.org.uk/drawing-journey-children-9-11-exercises/

VOCABULARY

2D Drawing to 3D Making:

2D Drawing

3D Object

Packaging

Negative space

Grid method

Scaling up

Net, **Typography, Graphic Design**
Collage

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Exploring Identity:

Identity, Layer, Constructed,

Portraiture

Layering

Digital Art, Physical

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Architecture Dream Big or Small:

Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,

Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location

Design through Making, Model, **Maquette,**

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,