



Curriculum Expectations:

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum to ensure progression of skills: • 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): Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	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.	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; • 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.

The National Curriculum for Art and Design aims to ensure that all pupils by the end of Year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

At Archbishop Cranmer, we follow the National Curriculum Framework for Art and Design as the basis for curriculum planning. Our aim is to inspire, engage and challenge pupils by equipping them with the knowledge and skills to experiment and create their own works of art. The intent is to ensure all pupils produce creative, imaginative work which they are proud of. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas with links to their local area and context interwoven into teaching. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, such as collage, printing, weaving, photography and pattern making. Children will also develop their knowledge of famous artists, designers and craft makers, through termly artist studies which will allow them to recognise key works of art when visiting art galleries such as The National Gallery, which they will each get to visit in Year 6. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. Content has been broken down into three core areas, drawing upon the key aims of the Art and Design National Curriculum: Drawing and Sketchbooks, Surface and Colour, and Working in 3D. Each year group is exposed to these core areas over the academic year, where artists and skills have been identified to link to these areas.

Implementation

Each unit of work is based on a key artist study or theme (e.g. photography) and planned to ensure progression of key skills. Suggested sequences of learning and accompanying resources have been created by our art subject coordinator to give the teachers confidence in progression of skills and knowledge and that outcomes have been met. Each year group covers the work of classic, contemporary and female artists including the work of a range of mediums to ensure that children can experience a range of artforms and builds upon skills learnt in previous years. Lessons have been planned to develop techniques, including control and use of materials, with creativity, experimentation and accuracy. In learning about a range of artists and techniques, children should develop an understanding of how art and design reflects history, contributes to culture, creativity and wealth. The suggested sequence of learning for each year group offer structure and can be used to support teacher's own planning.

Teaching art skills and techniques at Archbishop Cranmer C of E Academy follows the following steps:

- Immersion in the artist or stimulus
- Identify and exemplify skills and techniques
- Teach the skills, giving the children the opportunities to practise and refine these
- Model how to apply and combine the skills to create a final art product
- Evaluate, making links to the original stimulus

Impact

Art and design is enjoyed and respected by teachers and pupils across school. Teachers have high expectations, in line with other subjects, and quality evidence is presented in a sketchbook which the children carry with them from Year 1 to Year 6. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified for each unit of learning. Children's spiritual, moral, social and cultural development will be enriched through exploring a range of art forms and expressing their views on the world around them. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

When learning about the key artists, pupils are expected to learn:

- Their name
- The time period in which they lived
- The reasons their art is being studied
- Their styles, their techniques and the subjects of their work

- Important elements of their biographies which influenced their works.

Types of Knowledge in Art and Design

Substantive Knowledge

- **Practical:** In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:
 - Methods and techniques
 - Media and materials
 - Formal elements: line, tone, shape, colour, form, pattern, texture

This is linked to the '*Making skills*' strand of our Kapow curriculum

- **Theoretical:** Children gain knowledge of the history of art through the '*Knowledge of artists*' strand. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

Disciplinary Knowledge

- Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering big questions:
 - What is art?
 - Why do people make art?
 - How do people talk about art?

This is covered within the '*Evaluating and analysing*' strand of our curriculum.

The three domains of knowledge (practical, theoretical, disciplinary), and the interplay between them, enable pupils to *generate ideas* and *use sketchbooks* to develop their own artistic identity.

Assessment in Art and Design

At Archbishop Cranmer we recognise that progression in Art and Design is not linear and cannot be assessed accurately as in other subjects. Assessment is therefore holistic and ongoing, whereby teachers use explicit formative assessment to make judgements which are evidenced through pupils outcomes within their sketchbooks. We believe that pupil sketchbooks should tell a story of their learning journey within the subject. Therefore assessment is achieved through:

- Monitoring sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identification of any personal challenges preventing meeting "I Can" statements
- Identification of any weaknesses common to many in class which might help identify areas to need to focus on again as a teacher.
- Identification of areas of particular strength which might benefit from being developed.



Archbishop Cranmer C of E Primary Academy

Art and Design and Design and Technology Combined Unit Overview



	Autumn Term		Spring Term		Summer Term	
EYFS	Structures: Junk Modelling	<u>Spirals</u> Molly Haslund Wassily Kandinsky	Textiles: Bookmarks	<u>Stick Transformation</u> Chris Kenny	Structures: Boats	<u>Simple Printmaking</u>
	Seasonal Projects					
	Craft and Design: Seasonal Crafts					
Year 1	Structures: Stable Structures	<u>Colour</u> Mark Rothko	Textiles: Simple Stitches	<u>Birds</u> Jackie Morris	Mechanisms: Wheels and Axels	<u>Flora and Fauna</u> Eric Carle
Year 2	<u>Explore and Draw</u> Joseph Cornell Nicole White Claude Monet	Mechanisms: Levers	<u>Shape and Colour</u> Henri Matisse	Cooking and nutrition: Balanced Diet	<u>Ocean Inspiration</u> Vanessa Gardiner Barbara Hepworth	Structures: A Chair For Bear
Year 3	Cooking and Nutrition: Adapting a Recipe	<u>Abstract Flowers</u> Georgia O'Keeffe	Mechanical Systems: Mechanical cars	<u>Expressive Painting</u> Vincent Van Gogh	Electrical Systems: Exploring Electrical Products	<u>Still Life</u> Paul Cézanne
Year 4	<u>Cloth, Thread, Paint</u> Alice Kettle	Structure: Pavilions	<u>Pattern Design</u> Ruth Daniels Senaka Senanayake William Morris	Mechanical Systems: Making a Slingshot Car	<u>Fourth Plinth Challenge</u> Alberto Giacometti	Electrical Systems: Torches
Year 5	Textiles: Stuffed Toys	<u>Great Wave</u> Katsushika Hokusai	Mechanical Systems: Gears and Pulleys	<u>Patterns and Portraits</u> Frida Kahlo	Electrical Systems: Wobble Bots	<u>Maya Art</u> Dan Fenelon
Year 6	<u>War Art</u> Paul Nash	Textiles: Bags	<u>Photography</u> Hannah Höch Edward Weston Oscar Ukonu	Cooking and Nutrition: Come Dine With Me	<u>Fashion Design</u> Hormazd Narielwalla	Digital World: Navigating the World

At Archbishop Cranmer, we teach Art and Design (highlighted in blue) and Design and Technology (highlighted in green) on a combined long term curriculum map. We have chosen to take this approach to support and promote synergy between creative and technical skills, allowing our pupils to make interdisciplinary connections, whilst optimising resources and time, fostering collaboration, and enhancing student engagement. In adopting this approach students experience a wider curriculum and gain a

more comprehensive understanding of the creative and design process, preparing them for future careers and a broader range of academic pursuits. Units for both Art and DT have been carefully chosen to ensure progression of skills across both subjects whilst also enabling full coverage of the national curriculum objectives.

At Archbishop Cranmer we have broken down the Art and Design curriculum into three components:

- Drawing and Sketchbooks
- Surface and Colour
- Working in 3D

	Autumn Term	Spring Term	Summer Term
EYFS	<u>Spirals</u> Focus: Mark Making	<u>Stick Transformation</u> Focus: Sculpture (found objects)	<u>Simple Printmaking</u> Focus: Printing
Year 1	<u>Colour</u> Focus: Paint, Pastels, Weaving	<u>Birds</u> Focus: Observational drawing, 3D paper sculpture	<u>Flora and Fauna</u> Focus: Collage
Year 2	<u>Explore and Draw</u> Focus: Mark Making, Collage, Mixed Media	<u>Shape and Colour</u> Focus: Painting, Collage	<u>Ocean Inspiration</u> Focus: Watercolour, Sculpture (carving, clay)
Year 3	<u>Abstract Flowers</u> Focus: Observational Drawing	<u>Expressive Painting</u> Focus: Acrylic Paint	<u>Still Life</u> Focus: Sculpture (clay)
Year 4	<u>Cloth, Thread, Paint</u> Focus: Textiles/ Mixed Media	<u>Pattern Design</u> Focus: Repeat Pattern	<u>Fourth Plinth Challenge</u> Focus: Sculpture (wire, mod roc)
Year 5	<u>Maya Art</u> Focus: Drawing, Relief Sculpture	<u>Great Wave</u> Focus: Drawing, Painting	<u>Patterns and Portraits</u> Focus: Mixed Media, Drawing, Printing (Linocut)
Year 6	<u>War Art</u> Focus: Painting	<u>Photography</u> Focus: Composition, Editing, Drawing	<u>Fashion Design</u> Focus: Collage



	Generating Ideas	Sketchbooks	Making Skills (including Formal Elements)	Knowledge of Artists	Evaluating and Analysing
EYFS	Talk about their ideas and explore different ways to record them using a range of media.	Experiment in an exploratory way.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.
EYFS Framework	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	ELG: 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.	ELG: 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. ELG: 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, paint brushes and cutlery; Begin to show accuracy and care when drawing.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.
Year 1	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Understand how artists choose materials based on their properties in order to achieve certain effects.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Year 2	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.

			Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Begin to talk about how they could improve their own work. Talk about how art is made.
KS1 National Curriculum	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 use a range of materials creatively to design and make products. 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.	
Year 3	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.
Year 4	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.
Year 5	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try

			applying their understanding of tone, texture, line, colour and form.	Consider what choices can be made in their own work to impact their viewer.	alternative solutions and make improvements to their work.
Year 6	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
KS2 National Curriculum	To create sketch books to record their observations and use them to review and revisit ideas		To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To 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.	About great artists, architects and designers in history.	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. About great artists, architects and designers in history.



Purple = Substantive Knowledge Green = Implicit Knowledge / Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Understand drawing is a physical activity. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.	Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see	Make marks using pastels using hands as tools. Explore qualities of mark available using pastel. 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.	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. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Develop mark making skills by deconstructing the work of artists.	Use perspective to capture scale. Use drawing and symbols to represent identity. Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.	Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects Use the grid system to scale up an image.

			"collage") which explore composition.				
Sketchbooks	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration Make a simple elastic band sketchbook. Personalise it. Use sketchbooks to: Test out printmaking ideas Explore mark making	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration Use sketchbooks to: Develop experience of primary and secondary colours Practice observational drawing Explore mark making	Use 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. Develop mark making skills.	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook Use sketchbooks to: Practise drawing skills Make visual notes to record ideas and processes discovered through looking at other artists Test and experiment with materials Brainstorm pattern, colour, line and shape. Reflect. Develop mark making skills.	Use sketchbooks to: Using the grid method to scale up an image Explore combinations and layering of media. Make visual notes to capture, consolidate and reflect upon the artists studied. Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design 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 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? Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop mark making.		
Printmaking	Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates). Use hands and feet to make simple prints, using primary colours. 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. Explore concepts like "repeat" "pattern" "sequencing".		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 Use mono print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.		Understand how craft designers like William Morris use block printing to produce repeat patterns. 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.	Understand the principles of printmaking and how to safely and effectively carve designs onto lino tiles using specialised tools. Understand that the image will be mirrored in print. Use lino cutting to create a plate for repeat pattern. Consider use of layers. Combine printing with painting and collage to make response to Frida Kahlo. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using print to layer lines and marks.	

Painting		Understand what primary colours are and how to mix secondary colours.	Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to “imagine” an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Mix secondary colours confidently.	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt. Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Mix tertiary colours.		Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools. 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. Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. See “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork.	Mix colour intuitively to create painted 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 “making”). Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.
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				To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Options to work in clay, making reliefs inspired by fruit still lives. Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric			
Collage		Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Collage with painted papers exploring colour, shape and composition. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. 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 Use the observational drawings made (see "drawing"), cutting the separate drawings out			Use collage to bring together components to produce final outcomes.	Use photomontage as a version of assemblage.

			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. Collage with drawings to create invented forms. Combine with making if appropriate.				
Making	Understand when we make sculpture by adding materials it is called Construction Use Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of “Design through Making” Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy			Understand that a plinth is a device for establishing the importance or context of a sculptural object Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. To understand that sometimes people themselves can be the object, as in performance art Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. To construct sculptural self-portraits of	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.	Work in 3d to devise fashion constructed from patterned papers

					ourselves on a plinth, using a variety of materials including fabric		
Purpose/ Visual Literacy/ Articulation	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. Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Some children may feel able to share their response about classmates work.	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 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. 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.	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. 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. 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...	Look at the work of surface pattern designers, 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 we may share similarities. Understand all responses are valid. 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 liked... I didn’t understand... it reminded me of... It links to...”). Present your own artwork (journey and any final outcome), reflect and share	Look at the work of historical cultural art, artists, printmakers and designers. 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. 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.	Look at the work of photographers, artists, designers. 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. 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.	

		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.	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.	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.	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	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.
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