

Art and Design – Progression of Skills

National Curriculum and EYFS	EYFS	Year1	Year2	Year3	Year4	Year5	Year6
	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. 					
		<p>KS1 Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 	<p>KS2 Pupils should be taught: 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:</p> <ul style="list-style-type: none"> 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 				
Drawing							
Drawing	<p align="center">Knowledge and skills Purple = Substantive Knowledge Green = Implicit Knowledge / Skills</p>						
	EYFS	Year1	Year2	Year3	Year4	Year5	Year6
	<p>Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects Nursery – PD -beginning to show preference for dominant hand</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p>	<p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; -</p> <p>Reception – PD - Shows a preference for a dominant hand</p> <p>Reception – PD - Uses a pencil and holds it effectively</p> <p>Using a comfortable grip with good control when holding pens, pencils and paint brushes</p> <p>Using a comfortable grip with good control when holding pens, pencils</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Begin to show accuracy and care when drawing.</p>	<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>	<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>	<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>	<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>	<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> <p>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</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>

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		<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. Spirals</p>	<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</p> <p>Work with care and focus, enjoying making drawings which are unruled. Explore quality of line, texture and shape. Explore & Draw</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</p>	<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>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 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>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 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>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). Set Design</p>	<p>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D</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>
Sketchbooks	EYFS	Year1	Year2	Year3	Year4	Year5	Year6
	<p>To understand that a sketch book can be filled with ideas and experiments when drawing, painting or mark making. Exploring colour</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</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. All Pathways for Year 1</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</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. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</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 for Year 4</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p>
	<p>Create own sketchbooks from paper or fabrics Exploring colour</p>	<p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Explore Through Monoprint</p> <p>Develop experience of primary and secondary colours Spirals</p> <p>Practice observational drawing Making Birds</p> <p>Explore mark making Spirals Making Birds</p> <p>Explore the qualities of different media. Explore Through Monoprint</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore Through Monoprint</p>	<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</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</p>	<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</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Brainstorm animation ideas. Working with Shape & Colour</p> <p>Experiment with pigments created from the local environment. Natural Materials</p>	<p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Still Life</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Sculpture & Structure</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Sculpture & Structure</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern Exploring Still Life</p> <p>Reflect. Storytelling Through Drawing Exploring Still Life Sculpture & Structure</p>	<p>Use sketchbooks to:</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set 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. Set Design</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D</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? Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Brave Colour</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making 2D to 2D Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists</p>

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		Make visual notes about artists studied. Explore Through Monoprint					studied. 2D to 2D Exploring Identity Brave Colour
Printmaking	EYFS	Year1	Year2	Year3	Year4	Year5	Year6
	<p>To know that objects can be used to make prints.</p> <p>To know that a print is a way of making patterns.</p>	<p>To know that objects can be painted or dipped into paint before pressing onto paper to create a print.</p> <p>To know to cover the object evenly and apply even pressure to create a good print.</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> <p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint</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>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</p>		
	<p>Use objects to create prints (leaves, vegetables, natural objects)</p> <p>Press to make prints.</p>	<p>To use simple block prints to create pictures</p> <p>Press to make prints</p> <p>Choose colours and shapes to form images.</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>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint</p>	<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>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Exploring Identity</p>	
Painting	EYFS	Year1	Year2	Year3	Year4	Year5	Year6
	<p>To know which brush to choose to make different sized marks.</p> <p>To press the brush down to make a blob.</p> <p>To know which are thick and which are thin paintbrushes.</p> <p>To know that mixing all the colours will always turn brown.</p>	<p>To know to add white to a colour to make a lighter colour.</p> <p>To know to add dark colours to make a colour darker.</p> <p>To know that primary colours can be mixed to make another colour.</p> <p>That adding a little white to their colour will lighten the shade of their colour.</p> <p>To know that adding a little black will darken the colour shade.</p> <p>To mix a colour for a purpose</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> <p>Understand watercolour is a media which uses water and pigment. Expressive Painting</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Expressive Painting</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life</p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p>	
	<p>Can explore paint and water to mix paint of different thickness.</p> <p>Use thick and thin brushes and hold a paintbrush correctly.</p>	<p>Practise loading a brush with the correct amount of paint and choose the correct brush size.</p> <p>Add white to colours to make lighter colours and darker colours to make darker colours</p>	<p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Expressive Painting</p> <p>Paint without a fixed image of what you are painting in mind. Expressive Painting</p>	<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>	<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. Sculpture & Structure</p>	<p>See “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p>	<p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>

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	Using a comfortable grip with good control when holding paint brushes		Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. 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					
Collage	EYFS		Year1	Year2	Year3	Year4	Year5	Year6
	Pupils can rip a variety of papers and glue together.	Pupils are able to rip and cut a variety of paper and glue together. To choose papers according to their texture and form To be able to explain their choice of a paper.	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	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour			
	To use scissors safely and control them. To use drawings and paintings made by themselves and collage/embellish where they feel this will enhance their picture.	To be able to rip paper to form different shapes. To be able to cut along a line. To choose different paper for different purposes. To use appropriate vocabulary to explain their choices.	Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	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 Collage with painted papers exploring colour, shape and composition.	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 Shape & Colour			
Making	EYFS		Year1	Year2	Year3	Year4	Year5	Year6
	Pupils will be able to stack blocks to build towers and enclosures. Pupils will be able to join construction pieces together	Pupils to be able to use a variety of modelling materials to create sculptures	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	Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project	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 An armature is an interior framework which support a sculpture. Telling Stories	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. Sculpture & Structure	Understand that set designers can design/make sets for theatres or for animations. Set Design Understand that designers often create scaled models to test and share ideas with others. Set Design	Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity
	To use construction toys To be able to stack blocks to form a tower To create enclosures	To be able to join materials together using glue and tape.	Use a combination of two or more materials to make sculpture. Making Birds Use construction methods to build. Making Birds	Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form	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	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	Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Set Design Construct with a variety of media, using tools. Think about scale, foreground,	Use the device of scaled model to imagine what your installation might be, working in response to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” Brave Colour

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	To be able to join construction materials together		Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds	(3d), texture, colour and structure. Stick Transformation Project		and reflect at all stages to inform future making. Sculpture & Structure	background, lighting, texture, space, structure and intention. Set Design	Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour
Purpose/ Visual literacy/ articulation	EYFS	Year1	Year2	Year3	Year4	Year5	Year6	
	<p>Develop being an independent learner in the EYFS</p> <p>Nursery EAD - Explore colour and how colour can be changed</p> <p>Nursery EAD Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>In Nursery work with a friend to help each other put on aprons</p> <p>In Nursery with adult support and encouragement where necessary, independently get out creative materials and tools such as brushes, paints, glue, construction and collage materials</p> <p>In Nursery clear away their materials at the end of their work in the creative area, e.g. wash brushes, glue spreader and palettes; return unused materials to the containers; hang up aprons; label their creations; move creation to drying area with adult support and encouragement; select name card; place creation on name card.</p>	<ul style="list-style-type: none"> Reception EAD - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. ELG – EAD - 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; Put on their own apron in Reception. In Reception, independently clear away their materials at the end of their work in the creative area, e.g. wash brushes, glue spreader and palettes; return unused materials to the containers; hang up aprons; label their creations; move creation to drying area In reception independently get out creative materials and tools such as brushes, paints, glue, construction and collage materials Respond to ideas and starting points To say if they like or dislike a piece of art work. 	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>All Pathways for Year 1</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</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 for Year 3</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 for Year 4</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <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 for Year 5</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <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 for Year 6</p>

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<p>Respond to ideas and starting points To respond to a piece of art by creating a piece in the style of the artist.</p> <p>To be able to respond to music through art, e.g. through painting, or drawing the feelings/emotions the music evokes in the child</p> <p>Talk simply about what they have created and why.</p> <p>Responding to art work using their imagination and in individual creative ways.</p> <p>To be able to talk about the art work of others and their response to this. In young children this response can be planned, developed and adapted in the moment.</p> <p>Showing satisfaction in meeting their own goals</p> <p>Being proud of how they accomplished something – not just the end result</p> <p>Thinking of ideas that are new and meaningful to the child</p> <p>Visualising and imagining options</p> <p>Testing their ideas</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Reviewing how well the approach worked</p>	<p>To be able to talk about what they have made and how.</p> <p>Explain how and what they have made. To explore textures and describe the changes.</p> <p>To explore techniques or colours used by famous artists.</p> <p>To critique their own work and others using modelled phrases.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>To be able to talk about their intentions, how they are developing their ideas and reviewing their creation</p> <p>Showing satisfaction in meeting their own goals</p> <p>Being proud of how they accomplished something – not just the end result</p> <p>Thinking of ideas that are new and meaningful to the child</p> <p>Visualising and imagining options</p> <p>Testing their ideas</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Reviewing how well the approach worked</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <p>All Pathways for Year 1</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3</p>	<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 for Year 4</p>	<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.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>	<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 for Year 6</p>	<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 for Year 6</p>
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Art and Design – Progression of Skills

		Pathways, planning objectives and artists					
Drawing and Working in sketchbooks focus	Experiences and planning objectives	Spirals Drawing, Sketchbooks	Explore & Draw Drawing, Sketchbooks, Collage	Gestural Drawing with Charcoal Drawing, Sketchbooks	Storytelling Through Art Drawing, Sketchbooks, Collage	Typography and Maps Drawing, Sketchbooks, Making	2D Drawing to 3D Making Drawing, Sketchbooks, Making
	What can we see?	<p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p>	<p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p> <p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow</p>	<p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p>	<p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.</p> <p>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p> <p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p>	<p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Pupils will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p> <p>Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p>
	<p>Finding Circles. Observation, Familiarity with Shapes and Shape Names, Visual Literacy, Relationship of 2d to 3d, Recording, Sharing, Reflection</p>						
	How can we explore colour?						
<p>To colour... Colour theory, observation, matching and sorting, visual literacy</p>	<p>Collage with wax crayon rubbings Explore wax rubbings and different colours. Explore mixing of wax crayon colour and different effects. Improve technique. Cut out rubbings and arrange to create a collage.</p>						

Art and Design – Progression of Skills

	Work collaboratively or individually.	Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion. <i>Molly Haslund</i>	drawing and understand that they can explore an object through touch.	Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance.	<i>Laura Carlin, Shaun Tan</i>	Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.	Pupils will work in pairs or teams to document their work using cameras or I pads.
How can we build worlds?			Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.	Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.		<i>Louise Fili, Grayson Perry, Paula</i>	<i>Lubaina Himid, Claire Harrup</i>
How can we build and explore materials and marks?			Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. <i>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</i>	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.		<i>Scher</i>	
<p>Transforming objects.</p> <p><i>Working with 3d objects, pattern and mark-making, familiarity of shapes, transformation of objects, naming colours and familiarity with natural objects such as acorns, conkers and seeds.</i></p> <p>Collage with wax crayon rubbings. Learn the technique of rubbing using wax crayons, cutting and scissor skills, visual literacy,</p> <p>Autumn floor textiles Pupils will explore colour mixing to produce autumnal colours, create wax rubbings of leaves, painting onto fabric</p>	<p>Galaxy art. Explore watercolours and colour mixing, observation, visual literacy</p>			<i>Edgar Degas, Laura McKendry, Heather Hansen</i>			
How can we explore in 3D?							
How can we use our bodies to make art?							
<p>Movement maps To introduce children to the idea of expressive</p>							

Art and Design – Progression of Skills

<p>and imaginative mark making.</p> <p>The emphasis is on personal journeys and not on producing an art work that is predictable in its final form. The activity enables children to take ownership of their own work, as the stimulus they are starting from is their own.</p> <p>The activity gives children time and opportunity to explore a range of drawing materials (the more the better) and to learn what effects each make and how they feel to use</p>							
<p>How can we use our imaginations?</p>							
<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	
	<p>Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making</p> <p>Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object,</p>	<p>Explore & Draw: Explore, Collect, ReSee, Imagine, Curious,</p> <p>Present, Re-present, arrange, composition</p> <p>Photograph, Focus, Light, Shade, Colour, Pattern</p> <p>Observational Drawing, Close study, Draw slowly, Intention,</p> <p>Pressure, Line, Mark, Page</p> <p>Sense of Touch</p> <p>Wax resist, Graphite, Watercolour, Brusho, Pencil,</p> <p>Mark making, Line, Tone, Shape,</p> <p>Reflect, Present, Share, Discuss, Feedback</p>	<p>Gestural Drawings with Charcoal: Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.</p> <p>Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p> <p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.</p> <p>Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,</p> <p>Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p> <p>Photograph, Film, Composition, Focus, Lighting</p>	<p>Storytelling Through Drawing: Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p> <p>Poetry, Prose, Stage, Arrange</p> <p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</p> <p>Composition, Sequencing, Visual Literacy, Narrative</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Typography & Maps: Typography, Lettering, Graphics, Design,</p> <p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>2D Drawing to 3D Making: 2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space</p> <p>Grid method</p> <p>Scaling up</p> <p>Net, Typography, Graphic Design Collage</p> <p>Structure</p> <p>Balance</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	

Art and Design – Progression of Skills

		Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think		Present, Share, Reflect, Respond, Feedback				
Print making and Painting focus	Experiences and planning objectives		Simple printmaking Drawing, Sketchbooks, Collage	Expressive Painting Painting, Sketchbooks	Working with Shape & Colour Drawing, Collage, Stencils, Screen Print, Sketchbooks	Still Life Drawing, Painting, Collage, Sketchbooks	Making Mono Types Printmaking (Mono Print), Drawing, Sketchbooks	Identity Painting, Digital, Drawing, Sketchbooks
	What can we see?		Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.	Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.	Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.	Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.	Pupils will become familiar with the term 'monotype'. They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook.	Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.
	Still life compositions inspired by Cezanne. To respond to Cezanne still life paintings, thinking about the artist's choice of subject and composition. To be independent in their selection of objects, creative composition and photography. To view everyday objects from a fresh perspective, looking closely and noticing details	Collecting, arranging and drawing. Children will work together to make a collection of objects and arrange them together discussing composition. They will then draw using different media, observing closely what they are drawing developing their hand eye coordination.	Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.	Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.	Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.	Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16 th Century artists. They will record and reflect throughout in their sketchbooks.	Pupils will be reminded of the vast array of marks available to them through looking at others artist's work. They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.	Pupils will record their thoughts and observations in sketchbooks through visual note taking.
	How can we explore colour?		Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.	Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.	Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.	Pupils will create their own still life artworks.	Pupils will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words.	Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.
	Printing with string Learn that paint can be different consistencies. Physical development to place string on paper and hold paper flat. Explore the mixing of different colours as you work. Experience producing mirror prints and single prints.	Explorers book collecting colour. To explore the use of paint and other media on fabric collecting one colour per page. To experience mixing primary colours to see the effect. Create a sketchbook with all of your colour experiences	Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.	Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.	I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.	Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage. Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process. Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition. Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.	Pupils will use these components to capture the mood of the poem. Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage.	Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.
	How can we build worlds?		Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	I can add to my collage using line, colour and shape made by stencils.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Pupils will use sketchbooks throughout to help explore and focus, test and reflect.
	Painting the Savannah Skills to practise: Mono printing, drawing, colour mixing, painting, landscapes/skyscapes, stencils, collage and scale. Fine motor skills will be improved through using pencils, rollers, scissors and paintbrushes.				I can explore negative and positive shapes.			
How can we build and explore materials and marks?				I can take photographs of my work.				
		Xgaoc'o Xare				Kevork Mourad		

Art and Design – Progression of Skills

<p>Imaginary landscapes Children will make marks into paint and use these to print an image. They will then cut or rip and collage these prints to produce their own imaginary landscapes. Children will experience colour mixing with paint. Children will then be able to add extra details to their creations using pens, pencils or crayons. Children will then create a class gallery using their creations for everyone to enjoy.</p>	<p>Repeat pattern roller printing To develop dexterity. Children will create their own patterns using string on cardboard tubes. Children will work on a 3d surface and use movement to create their prints. Children will develop their dexterity, fine motor skills, hand eye coordination, colour mixing and nurture their curiosity.</p>						
<p>How can we explore in 3D?</p>							
<p>How can we use our bodies to make art?</p>							
<p>Hands feet and flowers Replace paintbrushes and use our hands and feet to produce large scale collaborative paintings. Children can experience the different textures of paints and the effect of different thicknesses of paint. Then the children continue the experience by drawing flowers and plants using drawing pencils of different thicknesses over their collaborative art work. These drawing can also be done using pens of different thicknesses.</p>							
<p>How can we use our imaginations?</p>							
	<p>Let's start with collage Children choose images from magazines etc and cut them out. They play with the composition and eventually glue them down to create a finished piece. Then children draw or paint in the gaps and tell</p>						

Art and Design – Progression of Skills

		a story using the images and their work together.					
	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Still life inspired by Cezanne composition, texture, colour, shape and mood	Simple Printmaking: Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange Explore, Try, Test, Reflect Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit	Expressive Painting: Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,	Working with Shape & Colour: "Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	Exploring Still Life: Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Making Monotypes: Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Brave Colour: Sketchbook Visual notes Colour Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Working in 3d and sculpture focus	Experiences and planning objectives	Making Birds Sculpture, Drawing, Collage, Sketchbooks	Stick Transformation Project Sculpture, Drawing, Sketchbooks	Telling Stories Through Making Sculpture, Drawing, Sketchbooks	Sculpture, Structure, Inventiveness & Determination Sculpture, drawing, Sketchbooks	Set Design Making, Drawing, Sketchbooks	Brave Colour Making, Drawing, Sketchbooks
	What can we see?	Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.	Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on.	Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.	Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes. Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be	Pupils will be introduced to the role of a set designer working in theatre / animation . They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built	Pupils will make an elastic band sketchbook using white paper and cardboard. They will identify and explore colour within the sketchbooks. Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might
	How can we explore colour?	Pupils create drawings of feathers working from real life. They will recall the mark making that they	Pupils will transform sticks to make either worry dolls, a tree house or				

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		have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.	masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.	tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.	neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.	dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.	respond in different ways to colour. Pupils will create visual responses to artists' work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.
How can we build worlds?							
Creating a book world Working in 3D to make a small world collaging different parts or dies onto it, practising cutting and fine motor skills.	Cardboard creations Children will design through making, learning about the properties of different materials as they go. Children will consider the shape and size of their box and think what will be best to create from them. Children will cut and add extra pieces to their cardboard boxes to create something new, talking about their representations and their methods of joining.	Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills. Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests. Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.	Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set. Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work. Pupils will work in pairs or teams to document their work using cameras or Ipads.	Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork. Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form. Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form. Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.
How can we build and explore materials and marks?							
How can we explore in 3D?							
Fruit and veg heads Children will create different characters and expressions using plastecine onto fruit and veg. Children will develop their fine motor skills as they work.	Hole punch sketch book Children will create their own sketchbook with a marbled cover that they can use throughout the term to record their ideas and sketching in.						
Clay play Children will explore clay squashing, rolling and squeezing. Children will work on a smaller scale developing their fine motor skills and eye for detail. They will experiment with joining and adding different textures with different tools.							
How can we use our bodies to make art?							
How can we use our imaginations?							

Chris Kenny

Marcus Coates

Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake

Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson

Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West

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	<p>Propmaking for toys Children will make items for a class teddy or their own soft toy. They will work with fabric, paper or card. They will cut and decorate their items using paint, crayons, pencils etc. Children can sketch ideas into their self made sketch books.</p>						
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
		<p>Making Birds: Lines, Shapes, Mark Making, Texture</p> <p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</p> <p>Observation, Close study,</p> <p>Blending, Texture</p> <p>Explore, Discover</p> <p>Transform,</p> <p>Fold</p> <p>Tear</p> <p>Crumple</p> <p>Collage</p> <p>Sculpture, Structure, Balance</p> <p>Texture, Personality, Character,</p> <p>Installation</p> <p>Flock</p> <p>Collaboration</p> <p>Present, Reflect, Share, Discuss</p>	<p>Stick Transformation: Design Through Making, Play, Explore, Experiment,</p> <p>Fasten, Construct, Respond, Think</p> <p>Form, Personality, Character, Material, Object, Sculpture</p> <p>Find, Imagine, Select, Discard, Edit,</p> <p>Transform, Create</p> <p>Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture</p> <p>Test, Explore, Add,</p> <p>Present, Share, Reflect, Respond, Feedback</p> <p>Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>	<p>Telling Stories Through Drawing & Making: Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out</p> <p>Respond Response</p> <p>Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture</p> <p>Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality</p> <p>Present, Share, Reflect, Respond, Feedback,</p> <p>Photograph, Lighting, Composition, Focus, Intention,</p>	<p>Sculpture, Structure, Inventiveness & Determination: Personality Traits</p> <p>Exploration, Inventive, Challenge,</p> <p>Character, Personality, Explore, Discover</p> <p>Construct, Experiment, Imagine, Rethink,</p> <p>Stand Back, Reflect, Understand, Analyse,</p> <p>Tools, Pliers, Scissors, Glue Guns,</p> <p>Construction Materials, Fastening Materials,</p> <p>Structure, Sculpture, Balance, Creative Risk,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Photograph, Lighting, Focus, Composition,</p>	<p>Set Design: Set Design, Theatre, Animation, Model, Maquette,</p> <p>Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision,</p> <p>Mood, Drama, Narrative</p> <p>Lighting, Composition, Foreground, Background,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p>	<p>Exploring Identity: Identity, Layer, Constructed,</p> <p>Portraiture</p> <p>Layering</p> <p>Digital Art, Physical</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>

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