



CURRICULUM DEVELOPMENT

ART PRE-SCHOOL (2-3)



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: What is special about you?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Use senses to explore objects around them. • Experiment with a range of media through sensory exploration. • Explore colours of the season eg. Autumn colour hunts, Autumn colours. • Explore mark making. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore and manipulate different materials using senses to investigate. • Explore colours of the season eg. Winter, white blue, Christmas- red, green, shiny colours. • Explore modelling tools. • Use glue sticks and a variety of materials to fix and join. • Use scissors/loop scissors to snip playdough with adult support. 	<p>Big Question: Who are your heroes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore mark making using body as well as brushes and some tools. • Mix colours to create new colours. • Use hands and fingers to print. • Use loop scissors/ scissors with adult support to snip paper. • work and show familiar adult. 	<p>Big Question: Whose home is this?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore Spring colours: yellow, green, pink. • Explore colour mixing eg. Yellow and blue to make green. • Use a variety of objects to print eg sponges, blocks, fruit. • Use rollers (vehicles, rolling pins, wheels) to observe the effect of printing. • Gain more control over tools eg glue sticks. 	<p>Big Question: Where in the world shall we go?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore Summer/warm colours mixing green and red to observe purple being created. • Explore using large and fine brushes. • Talk about their creations. • Connect, join and fix things together. • Have ideas about what they want to make, needing support and suggestions of how to do it. 	<p>Big Question: What makes the world weird and wonderful?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore junk materials and make simple models. • Mark make with a purpose eg. Me, mummy, daddy. • Begin to build with construction with a purpose in mind. • Talk about their creations. • Manipulate and handle materials with increasing control. • Use brushes to create shapes and lines to help them discover that they are able to use them to represent something. • Enjoy dressing up and pretending to be a character. 	<ul style="list-style-type: none"> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.



CURRICULUM DEVELOPMENT

ART PRE-SCHOOL (3-4)



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: What is special about you?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore the creative areas in provision. • Know where they can find resources they need to build, paint, make things, tell stories etc. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Know how to join things together using glue, tape, string. • Draw or paint a picture and say what is it. • Explore what happens when colours mix. 	<p>Big Question: Who are your heroes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Know how to draw a simple face or person. • Know that when you mix two colours together it makes a different colour. • Make a collage or model using own choice of materials. 	<p>Big Question: Whose home is this?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Choose what they want to make and which materials they will need. • Draw or paint a picture that others can recognise eg. Person, flower, house, car. • Know how to build using a range of materials and begin to talk about what it is. 	<p>Big Question: Where in the world shall we go?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Create a painting, collage or model in response to a story or song. • Know what happens when they mix 2 colours eg red and yellow makes orange. 	<p>Big Question: What makes the world weird and wonderful?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Know how to add detail to pictures and models. • Know what happens when they mix two colours eg red and yellow makes orange. • Know and talk about why they choose the materials/ resources/colours for their picture/collage/model/ artwork. • Adapt what they have created, saying what they would like to change. 	<ul style="list-style-type: none"> • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.

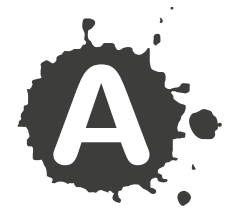


AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Exploring materials/collages. (Who am I and who is in my family?)</p> <p>Overview of knowledge, understanding and skills (key concepts): 3D and design skills:</p> <ul style="list-style-type: none"> • Simple collages. • Talk about properties of materials. • Use glue, masking tape and other fixing.s <p>Painting and collage skills:</p> <ul style="list-style-type: none"> • Explore different types of paint – ready mixed, powder, finger, water colour, using a range of applicators. • Experimenting with and using primary colours (naming). • Experimenting with mixing (not formal). • Learn the names of various tools that bring colour. • Use a range of tools to make colour marks on media. 	<p>Big Question: Damien Hirst and Wassily Kandinsky. (Is it always dark at night time?)</p> <p>Overview of knowledge, understanding and skills (key concepts): Painting and collage skills:</p> <ul style="list-style-type: none"> • Explore different types of paint – ready mixed, powder, finger, water colour, using a range of applicators. • Experimenting with and using primary colours (naming). • Experimenting with mixing (not formal). • Explore mixing sand, washing up liquid, paste etc into paint to change its consistency or texture. • Learn the names of various tools that bring colour. • Use a paint programmer on a computer. 	<p>Big Question: Make Porridge. (How will I know my way around?)</p> <p>Overview of knowledge, understanding and skills (key concepts): Drawing skills:</p> <ul style="list-style-type: none"> • Experience and select a variety of drawing tools and name them. • Use pencils, felt tipped pens, chalk, pastel, oil pastel, wax crayon, coloured pencils. • Draw from observation, memory and imagination. • Use drawings to tell a story. • Draw upright and flat • Investigate lines. • Draw in sand, chalk on the playground etc. • Explore different texture. • Draw on large and small scale and use different shapes and colours of paper. 	<p>Big Question: Wildflower meadow printing using natural objects. (How do things grow from seeds?)</p> <p>Overview of knowledge, understanding and skills (key concepts): Printing skills:</p> <ul style="list-style-type: none"> • Rubbings. • Print with a variety of objects – building bricks, hands, sponges, fruit and vegetables, corks. • Print with block colours. • Repeating patterns. • Irregular painting patterns • Simple symmetry. • Use stencils to create pattern. • Print on paper and fabric etc. • Make monoprints (e.g., drawing into printing ink with different tools). 	<p>Big Question: Animals - exploring pastels, chalk, charcoal, pencil, pen. (Who are the people that help us? What job will I do when I am older?)</p> <p>Overview of knowledge, understanding and skills (key concepts): Drawing skills:</p> <ul style="list-style-type: none"> • Experience and select a variety of drawing tools and name them. • Use pencils, felt tipped pens, chalk, pastel, oil pastel, wax crayon, coloured pencils. • Draw from observation, memory and imagination. • Use drawings to tell a story. • Draw upright and flat. • Investigate lines. • Explore different textures. • Draw on large and small scale and use different shapes and colours of paper. • Encourage accurate drawings of people. 	<p>Big Question: Explore materials used to build houses. (Can I huff and puff and blow your house down?)</p> <p>Overview of knowledge, understanding and skills (key concepts): 3D and design skills:</p> <ul style="list-style-type: none"> • Handling, feeling, manipulating and enjoying using materials • Sensory experience • Constructing, building and destroying • Shape and model junk, found and natural objects • Talk about properties of materials • Use glue, masking tape and other fixings • Use rolled up paper, art straws, pipe cleaners to create structures and objects • Talk about displays of 3D objects in the environment e.g. a display of clay objects or objects made from wood or metal • Talk about sculpture in the environment – what it can be made of and what it is about? 	<p>Begin to recognise that ideas can be generated through doing as well as thinking.</p> <p>Experiment with an open mind.</p> <p>Show interest in artwork and begin to describe using appropriate vocabulary.</p> <p>Take pleasure in the work they have created.</p> <p>ELG: Creative with Materials</p> <ul style="list-style-type: none"> • 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. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teachers. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.



CURRICULUM DEVELOPMENT

ART YEAR 1

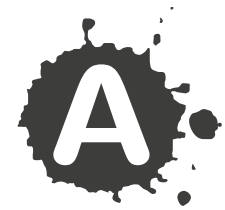


AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ARES	
<p>Big Question: Spirals - drawing, collage and mark-making.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That drawing is a physical and emotional activity; that when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how quickly or slowly we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others. 	<p>Big Question: Simple Printmaking.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That we can make a "plate" from which to "print." That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create "multiples." That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. 	<p>Big Question: Playful Making.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That when we make art in 3 dimensions it is often called sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see. 	<p>Big Question: Exploring Watercolour.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery. 	<p>Big Question: Making Birds.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That there is a relationship between drawing and making - we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from a similar stimulus or starting point but end up with very different individual results. That the individual results can then be brought together to make a whole artwork. 	<p>Big Question: Shared art - minibeast collage.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists can be inspired by the flora and fauna around them. That we can use careful looking to help our drawing and use drawing to help looking. That we can use a variety of materials to make images and that the images we make can become imaginative. That we can create individual artwork and that we can bring that artwork together to make a shared artwork. 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand drawing is a physical activity Understand there is a relationship between drawings on paper (2d) and making (3d); that we can transform 2d drawings into 3d objects Introduce what a sketchbook is for; understand it is owned by the pupil for experimentation and exploration 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) 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 Understand collage is the art of using elements of paper to make images Understand we can create our own papers with which to collage Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making" Look at the work of artists who draw, sculptors and painters, listening to the artists' intention behind the work and the context in which it was made 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>Skills</p> <ul style="list-style-type: none"> Understand drawing is a physical activity Understand there is a relationship between drawings on paper (2d) and making (3d); that we can transform 2d drawings into 3d objects Introduce what a sketchbook is for; understand it is owned by the pupil for experimentation and exploration 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) 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 Understand collage is the art of using elements of paper to make images Understand we can create our own papers with which to collage Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making" Look at the work of artists who draw, sculptors and painters, listening to the artists' intention behind the work and the context in which it was made 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 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 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. Make a simple elastic band sketchbook.; personalise it Use sketchbooks to: <ul style="list-style-type: none"> Test out printmaking ideas Develop experience of primary and secondary colours Practise observational drawing Explore mark making Use hands and feet to make simple prints, using primary colours Collect textured objects and make rubbings; 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" 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 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 Use a combination of two or more materials to make a sculpture Use construction methods to build Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy 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. 	



CURRICULUM DEVELOPMENT

ART YEAR 2



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs	
<p>Big Question: Explore and draw - artists as collectors, developing drawing and composition skills.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists explore the world, seeing things around them in new ways and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<p>Big Question: Simple monoprinting.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> When we make mono prints, we use mark making to create one off prints. When we make mono prints, we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects when creating mono prints. That we can create creative responses to different stimuli and make the work our own. 	<p>Big Question: Creating architectural models.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That architects design buildings and other structures which relate to our bodies and which enhance our environment. That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. That we can use drawing as a way to help us process and understand other people's work. That we can use digital tools such as drones and film to inspire us. That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials. 	<p>Big Question: Expressive Painting.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use impasto and graffiti to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page. 	<p>Big Question: Stick Transformation Project.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists use their creativity to look at the world in new ways and use their hands to transform materials into new things. That making art can be playful and fun; that we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world. 	<p>Big Question: Music and Art.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists sometimes use sound to inspire their work. That artists sometimes work in partnership with musicians. That we can use both aural and visual senses to make art. That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed or loud and expressive. That we can be inventive and make objects in 3 dimensions which make sounds and which we want to interact with as humans. 	<p>Knowledge</p> <ul style="list-style-type: none"> 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 Continue to build understanding that sketchbooks are places for personal experimentation Understand that the way each person's sketchbook looks is unique to them Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet 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 Understand that we can combine collage with other disciplines such as drawing, printmaking and making Understand the role of an architect Understand when we make sculpture by adding materials it is called 'construction' Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves Look at the work of a printmaker, an architect and artists and learn to dissect their work to help build understanding Understand how the artist's experience feeds into their work Understand we may all have different responses in terms of our thoughts and the things we make; that we may share similarities Understand all responses are valid. 	<p>Skills</p> <ul style="list-style-type: none"> Visit the local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing Photograph 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 column 5 "collage") which explore composition Make drawings inspired by sound Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook Work in sketchbooks to: <ul style="list-style-type: none"> Explore the qualities of different media Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making Explore colour and colour mixing Make visual notes about artists studied 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 colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media Experiment with using home-made tools Create an arrangement of objects or elements; use as the focus for an abstract still life painting using gestural marks using skills learnt above Use the observational drawings made, 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 Collage with drawings to create invented forms; combine with making if appropriate Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective; consider interior and exterior 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; stick Transformation Project Reflect upon the artists' work and share your response verbally ("I liked...") Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well") Talk about intention Share responses to classmates' work, appreciating similarities and differences Document work using still image (photography) or by making a drawing of the work; if using photography, consider lighting and focus; some children may make films thinking about viewpoint, lighting and perspective



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Charcoal - drawings alongside drama.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic and we can use the qualities of the material (charcoal) to capture the drama. 	<p>Big Question: Working with Shape and Colour.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints. 	<p>Big Question: Telling Stories Through Drawing and Making.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. • That through making work in another medium we can make the work our own, re-interpreting and re-inventing. • That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. 	<p>Big Question: Cloth, thread and paint (mixed media).</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don't have to use materials in traditional ways - it is up to us to reinvent how we use materials and techniques to make art. 	<p>Big Question: Paper puppets and animation using tablets.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • That artists can make animations by creating drawings which move in a sequence. • That we can use all our mark making skills and imagination to make our drawings visually engaging. • That we can use our moving drawings to share narratives. 	<p>Big Question: Using Natural Materials to Make Images.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • That we can use the world around us as "ingredients" with which to make art. • That photographs are created when a light sensitive surface is exposed to light. • That we can manipulate the world around us, transforming it into art. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. • Understand charcoal and earth pigment were our first drawing tools as humans. • Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. • Understand that animators make drawings that move. • Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that the way each persons' sketchbook looks is unique to them. • Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. • Understand that screen prints are made by forcing ink over a stencil. • 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. • Understand that we can create imagery using natural pigments and light. • Understand that paint acts differently on different surfaces. • Understand the concept of still life and landscape painting. • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. • Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. • Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). • That clay and Modroc are soft materials which finally dry/ set hard. • An armature is an interior framework which support a sculpture. • Understand that articulated drawings can be animated. • To understand that visual artists look to other artforms for inspiration. • Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. • Understand all responses are valid. <p>Skills</p> <ul style="list-style-type: none"> • Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. • Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). • Option to explore making gestural drawings with charcoal using the whole body (link to dance). • Develop mark making skills by deconstructing the work of artists. • Use imaginative and observational drawing skills to make drawings of people/ animals which can be animated. Consider background, foreground and subject. • Work in sketchbooks to: <ul style="list-style-type: none"> - Explore the qualities of charcoal. - Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. - Develop mark making skills. - Brainstorm animation ideas. - Experiment with pigments created from the local environment. • 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. • Use paint, mixing colours to complete the sculpture inspired by literature (see column 6 "making"). • Continue to develop colour mixing skills. • Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. • Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. • Option to use light to create imagery by exploring anotype or cyanotype. • 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 Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure. • Make an armature to support the sculpture. • Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. • Reflect upon the artists' work and share your response verbally ("I liked... I didn't understand... it reminded me of..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting and perspective.



CURRICULUM DEVELOPMENT

ART YEAR 4



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs	
<p>Big Question: Storytelling Through Drawing.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	<p>Big Question: Exploring pattern - colour, line and shape to create patterns, including repeating patterns.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes. 	<p>Big Question: The Art of Display.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists think carefully not just about what they make, but also how they present what they make. That when we view sculpture (or other art), the context (way it is presented) affects how we react to it. That how something will be seen can help us shape what is made. That we can give thought to how we display the art we make, to help us understand how people will view our work. 	<p>Big Question: Exploring Still Life.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years and is still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media: drawing, painting, collage, relief... That we can use line, shape, colour, texture and form to help us give meaning to our work and explore composition, foreground, background and negative space. 	<p>Big Question: Sculpture, structure, inventiveness and determination - What can artists learn from nature?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. That we can express our personality through the art we make. That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it. 	<p>Big Question: Festival Feasts.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand that artists and illustrators interpret narrative texts and create sequenced drawings. 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. Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Understand the 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. 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. To understand that making sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is alright to take creative risks and alright if things go wrong as well as right. Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and 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. 	<p>Skills</p> <ul style="list-style-type: none"> 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. 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. Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. 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. Use sketchbooks to: <ul style="list-style-type: none"> 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. Brainstorm and explore ideas relating to performance art. Reflect. To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. 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, or make 3d graphic still lives using ink and foamboard. To explore painting on different surfaces, e.g. fabric and combine paint with 3d making. To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. 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 ourselves on a plinth, using a variety of materials including fabric. 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. To combine modelling with construction using mixed media and painting to create sculpture. Reflect upon the artists' work and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting and perspective.



CURRICULUM DEVELOPMENT

ART YEAR 5



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs	
<p>Big Question: Typography and Maps.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That when designers work with fonts and layout it is called 'typography.' That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	<p>Big Question: Mix of monotype processes with painting and collage to make visual poetry zines.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That 'monotype' is a process where we make images by transferring ink from one surface to another to make a single print. That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film. 	<p>Big Question: Set Design.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That designers and makers design "sets" which form the backdrop/ props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition and sound. That we can create our own "sets" to create models for theatre design or backgrounds for an animation. That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. 	<p>Big Question: Mixed Media Land and Cityscapes.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land- or cityscapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong." We can share our artistic discoveries with, and be inspired by, each other. We can use sketchbooks to focus this exploration and we do not always need to create an "end result" - sometimes the exploratory journey is more than enough. 	<p>Big Question: Architecture.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. That we can make creative choices which serve both ourselves as individuals and the communities we belong to. That we can use form, structure, materials and scale to design innovative buildings. That we can build architectural models to test out our ideas and share our vision. 	<p>Big Question: Fashion design - 2D and 3D.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That designers bring their own culture, experiences and passions into their designs for other people. That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. That we can use colour, pattern, line, shape, form, material, texture to express our creativity. That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms. 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand that designers create fonts and work with typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Understand that monotypes are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book. Understand that there is a tradition of artists working from land-, sea- or cityscapes; that artists use a variety of media to capture the energy of a place and that artists often work outdoors to do this. Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Look at the work of designers, artists, animators, architects. Understand the processes, intentions and 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. 	<p>Skills</p> <ul style="list-style-type: none"> Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3-dimensional 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. Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). Use sketchbooks to: <ul style="list-style-type: none"> Explore mark making. Brainstorm ideas generated when reading poetry or prose. Make visual notes to capture, consolidate and reflect upon the artists studied. 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. Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Combine monotype with painting and collage to make an "artist's 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. Explore how print is combined with paint and collage to create a cohesive artwork. Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. 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 column 6 "making"). Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Option to work in 3D to devise fashion constructed from patterned papers. Reflect upon the artists' work and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting and perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?



CURRICULUM DEVELOPMENT

ART YEAR 6



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs	
<p>Big Question: 2D Drawing to 3D Making.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That drawing and making have a close relationship. That drawing can be used to transform a 2- dimensional surface, which can be manipulated to make a 3- dimensional object. That when we transform 2- dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to three dimensions, which we can solve with a combination of invention and logic. 	<p>Big Question: Activism - using art to speak on behalf of the community.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together. 	<p>Big Question: Exploring immersive environments, creating 2D and 3D models.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That as humans we react emotionally to colour. That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. That we can test ideas, use our imagination and share our vision with others by creating 2- and 3- dimensional models. 	<p>Big Question: Exploring identity - layered portraits.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists embrace the things which make them who they are: their culture, background, experiences, passions - and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. 	<p>Big Question: Take a seat - how artists bring their personality to their work.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That artists who create furniture are often called craftspeople or designers. That furniture is more than just practical - designers and craftspeople produce furniture which reflects the era or culture it is made in or the personality of the maker. That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality and be enjoyed by others. There are certain requirements for a chair to be a chair (4 legs and a back?) - but we can be as imaginative as we like. We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique. 	<p>Big Question: 6+ Shadow Puppets.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> That there are many traditions of using intricate cut-outs as shadow puppets to narrate archetypal stories. That artists and craftspeople adapt the traditions they inherit to make them their own and to reflect the culture they live in. That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. That we can work in collaboration with others to make a shared experience. 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2D drawings into 3D objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. 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. 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. Understand that designers and makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life. 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. Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make; that we may share similarities. Understand all responses are valid. 	<p>Skills</p> <ul style="list-style-type: none"> Explore using negative and positive space to "see" and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the "flat image." Use sketchbooks to: <ul style="list-style-type: none"> Practise seeing negative and positive shapes. Use the grid method to scale up an image. 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. <ul style="list-style-type: none"> Explore combinations and layering of media. Develop Mark Making. Make visual notes to capture, consolidate and reflect upon the artists studied. 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. Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Or create a zine using similar methods. 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. 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." 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. Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. Reflect upon the artists' work and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting and perspective.