Art scheme of work (from Sep 2025) -

Christian values underpinning learning:

Together we love and respect. We are creative, we are determined, we are confident, we are kind.

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

Our art curriculum has been developed using the Access Art resources because we believe that:

- Art allows children to express their feelings and ideas, both as a means of self-expression and to communicate to others.
- Art can build confidence as well as a sense of individual identity.
- Art allows children to explore, build on and record their own creative and imaginative ideas.
- Art helps to develop critical thinking and the ability to interpret the world around us.
- Art provides the opportunity for those with particular talent to excel.
- Art teaching helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking and inventiveness.
- Art allows children to explore different media and experiment with techniques or strategies to see how they work.
- Art teaching provides opportunities for all children to experience and appreciate the works of a wide range of both historical and contemporary artists across a range of media.
- Art is a means through which children can explore different cultures.

Implementation

Where possible art should link to the class topics. Children should have the opportunity to respond to a work by a wide variety of artists, both historical and contemporary. Children should experience working with the range of media set out in the curriculum. It is essential that staff plan to ensure that skills and techniques are taught and that a progression of skills is evident across year groups. Planning should also provide opportunities for children to evaluate, exhibit, and share their artwork.

September 2025

EYFS Art - Coverage of Access Art Units

The seven areas of exploration

The AccessArt Primary Art Curriculum promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confidence and independent creators. .

The aim of these resources is to help give pupils opportunities and experiences which enable pupils to:

- **Build dexterity skills**
- **Explore materials and mark making in a playful way**
- **Use bodies and imaginations to inspire making**
- **Explore how they can reflect and share their views about what they have seen or made**
- **Explore how art enriches our lives**

St Blaise Church of England Primary School

Exploring and achieving as we grow together

Term 1a	Still Life Compositions Inspired by Cezanne F Printing with String Nursery Night Time Collage Fruit & Veg Heads
Term 1b	To Colour Collaging with Wax Crayon Rubbings Natural leaves and Prop Making for Toys Repeat Pattern Printing Roller Autumn Floor Textiles Clay Play

Term 2a	Collaging with Wax Crayon Rubbings Manm ade Mark Making & Sound

September 2025

Term 2b	Finding Circles Ducklings
Term 3a	Still Life Compositions Inspired by Cezanne Flo World in a MatchBox Insect Hotels
Term 3b	Shells: Observational and Imaginative Drawing Top Tips for Cardboard Creations Drawing on Pebbles

Continuous Provision: ongoing skills

Collecting, Arranging, Drawing

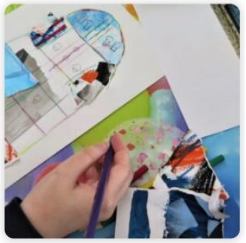
Explorer's Books: Collecting Colour

Printing with String

Imaginary Landscapes

Transforming Objects

Collage Streets



Repeat Pattern Printing Roller

Clay Play

Talking Points: Dancing to Art

Mark Making & Sound

Movement Maps

Let's Start With...Collage

Coverage of Access Art Curriculum Units						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	**Exploring Watercolour** Exploring watercolour and discovering we can use accidental marks to help us make art.	**Explore & Draw** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	**Be An Architect** Exploring architecture and creating architectural models.	**Making Birds** Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	**Inspired by Flora & Fauna** Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.	**Music & Art** Explore how we can make art inspired by the sounds we hear.
Outdoor Explorer's Provision	**Simple Printmaking (To be used throughout the Year starting in Term 1b)** Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. **Explore & Draw (Autumn/Spring and Summer Activities)** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.					
Year 2	**Playful Making** Exploring materials and intention through a playful approach	**Spirals** Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	**Stick Transformation Project** Explore how you can transform a familiar object into new and fun forms.	**Expressive Painting** Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	**Exploring the World Through Mono Print** Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership	**Inspired by Flora & Fauna** Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.
Year 3	**Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance.	**Cloth, Thread, Paint** Explore how artists combine media to create work in response to landscape. Use	**Telling Stories Through Making** Explore how artists are inspired by other art forms – in this case how we make	**The Art of Display** Explore how the way we display our work can affect the way it is seen.	**Sculpture, Structure, Inventiveness & Determination** What can artists learn from nature?	**Shadow Puppets** Explore how traditional and contemporary artists

		acrylic and thread to make a painted and stitched piece.	sculpture inspired by literature and film.			use cutouts and shadow puppets.
Year 4	**Exploring Pattern** Exploring how we can use colour, line and shape to create patterns, including repeating patterns	**Storytelling Through Drawing** Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing.	**Festival Feasts** How might we use food and art to bring us together?	**Working with Shape and Colour** "Painting with Scissors": Collage and stencil in response to looking at artwork.	**Exploring Still Life** Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	**Using Natural Materials to Make Images** Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype
Year 5/6 **2025/2026**	**Cloth, Thread, Paint** Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	**Exploring Identity** Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	**Fashion Design** Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	**Activism** Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	**Mixed Media Land & City Scapes** Explore how artists use a variety of media to capture spirit of the place.	**Set Design** Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
Year 5/6 **2026/2027**	**2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	**Making Monotypes** Combine the monotype process with painting and collage to make visual poetry zines.	**Architecture: Dream Big or Small?** Explore the responsibilities architects have to design us a better world. Make your own architectural model.	**Brave Colour** Exploring how artists use light, form and colour to create immersive environments.	**Take a Seat** Explore how craftspeople and designers bring personality to their work.	**Typography & Maps** Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.

Areas of Focus:

Each pathway is bordered by a colour. These colours correspond to the area of focus of that pathway.

Drawing & Sketchbooks	Print, Colour, Collage	Working in Three Dimensions	Paint, Surface, Texture	Working in Three Dimensions	Collaboration & Community

Access Art	KS1 Year 1 and 2		Year 3	Year 4	Year 5	Year 6
Sequencing Plans	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
Drawing & Sketchbooks	Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion. 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. 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. 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.	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. 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. 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 drawing and understand that they can explore an object through touch. 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	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. 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'. 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. 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. Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced	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. 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. 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. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and	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. 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. 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. 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. Pupils will display their work in a clear space and reflect on the half	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. Pupils start creating "flat yet sculptural" artwork. To use the paper as a collage material To use methods of construction to transform them into sculptures. Or Pupils will explore the colours and patterns on different types of food packaging. They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type. 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 reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion. Molly Haslund.	techniques and will start considering 'composition' when making 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. Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.	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. 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. Edgar Degas, Laura McKendry, Heather Hansen	what they would like to try again through peer discussion. ***Laura Carlin, Shaun Tan***	term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion. ***Louise Fili, Grayson Perry,*** ***Paula Scher***	Pupils will work in pairs or teams to document their work using cameras or I pads. ***Lubaina Himid, Claire*** ***Harrup***

Access Art	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing Plans	**Simple Printmaking** Printmaking, Collage, Sketchbooks	**Exploring the World Through Mono Print** Printmaking (Mono Print), Drawing, Collage, Sketchbooks	**Working with Shape & Colour** Drawing, Collage, Stencils, Screen Print, Sketchbooks	**Exploring Pattern** Drawing, Collage, Sketchbooks	**Making Mono Types** Printmaking (Mono Print), Drawing, Sketchbooks	**Printmaking & Activism** Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks
Print, Colour, Collage	Pupils use their hands and feet to explore printing patterns using their bodies. Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints. Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings. Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage. Pupils reflect on their	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 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 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 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	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 explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion. 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. I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork. I can add to my collage using line, colour and shape made by stencils. I can explore negative and positive shapes. I can take photographs of my work.	Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion. Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes. Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour. Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition. Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they	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 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 explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They 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 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	Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio. Pupils will compare the artists and will share their thoughts in peer discussion. Pupils will work in sketchbooks to explore their own voice and message. Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine. 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

	drawings over the half term, sharing what they like and what they would like to try again through peer discussion.	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. Xgaoc'o Xare	I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion. Matisse, Claire Willberg	would like to try again through peer discussion. They will take photos of their work thinking about focus and light. Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	journey, and the skills learnt through peer discussion. *Kevork Mourad*	discussion. Luba Lukova, Faith Ringgold, Shepard Fairey

Access Art	KS1 Year 1 and 2		Year 3	Year 4	Year 5	Year 6
Sequencing Plans	**Playful Making** Sculpture, sketchbooks, drawing	**Be An Architect** Architecture, sketchbooks, drawing	**Telling Stories Through Making** Sculpture, Drawing, Sketchbooks	**Art of Display** Sculpture, Drawing, Sketchbooks	**Set Design** Making, Drawing, Sketchbooks	**Brave Colour** Making, Drawing, Sketchbooks
Working in 3 Dimensions	Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen. Pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome. Children find out how they might attach more than one material together to construct new forms through trial and error. Pupils apply what they found out about the properties of materials during lesson 2 and push their exploration further by responding to the selected brief. Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings. Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils identify what they learnt about different materials. They may	Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making. Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials. Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.	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 try three simple exercises to help them draw from life and explore how we might use exaggeration as a 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. 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 become familiar with the term 'plinth', and the concept behind it. They will explore a variety of artists who use plinths in their work. They will consider the context and presentation. Pupils will make visual notes in sketchbooks in response to what they see and think. Pupils will be introduced to a sculptor. They will respond through class discussion and visual notes in sketchbooks. Pupils will explore clay as a 'short term' construction material to make clay figurative sketches. Through this they will begin thinking about the distinctions between 'audience' and 'art'. Option1: Pupils will curate, photograph and build their own pocket-sized gallery. They will be both artists and curators, engaging in conversations about "intention", "curation" and reflection. Option 2: Pupils will work in small teams to respond to the Fourth Plinth Challenge. They will use sketchbooks to come up with creative ideas about how they might use a "plinth" in the school. Option 3: Pupils will make dynamic figures which stand on a plinth, built up from one single wire. Pupils will think carefully about their positioning of the figures. They will make notes in their sketchbook about their decision making, including fabric swatches and diagrams. Option 4: Pupils will be given an imaginary billboard, what will they put on it?	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 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. 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	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 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. 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

	photograph their work and stick photos into their sketchbooks. Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett	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. Hundertwasser, Zaha Hadid, Heatherwick Studios	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. Rosie Hurley, Inbal Leitner, Roald Dahl , Quentin Blake	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. Anthony Gormley, Yinka Shonibare, Thomas J Price	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. Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson	installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others. Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West

Access Art	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing Plans	**Exploring Watercolour** Painting, Sketchbooks,	**Expressive Painting** Painting, Sketchbooks	**Cloth, Thread, Paint** Painting, Textiles, Drawing, Sketchbooks	**Still Life** Drawing, Painting, Collage, Sketchbooks	**Inspired by Land & City Scapes** Painting, Drawing, Sketchbooks	**Identity** Painting, Digital, Drawing, Sketchbooks
Paint, Surface, Texture	Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making. Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own. Pupils work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.	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 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 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 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	Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work. Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing. Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.	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 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 16th Century artists. They will record and reflect throughout in their sketchbooks. Pupils will create their own still life artworks. 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 be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work. Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide. Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges. Pupils will display their work in a clear space and walk around the work as if they are in a gallery,	Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity. They will record their thoughts and observations in sketchbooks through visual note taking. Pupils will create a series of portraits drawings of their peers using a variety of drawing materials. They will work intuitively at varying lengths of time to record and draw. 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. They will use sketchbooks throughout to help explore and focus, test and reflect. Pupils will display their work in a clear space and reflect on the half term, sharing what they like

	Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion. Paul Klee, Emma Burleigh	into practice all that they have experienced during the half term. 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 Zacarías, Charlie French, Vincent Van Gogh, Cezanne	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. Alice Kettle, Hannah Rae	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' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	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. Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	and what they would like to try again through peer discussion. Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

Access Art	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing Plans	**Making Birds** Sculpture, Drawing, Collage, Sketchbooks	**Stick Transformation Project** Sculpture, Drawing, Sketchbooks	**Making Animated Drawings** Drawing, Making, Sketchbooks	**Sculpture, Structure, Inventiveness & Determination** Sculpture, drawing, Sketchbooks	**Architecture: Big or Small** Making, Drawing, Sketchbooks	**Take a Seat** Design, Making, Drawing, Sketchbooks
Working in 3 Dimensions	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 create drawings of feathers working from real life. They will recall the mark making that they 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. 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	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 transform sticks to make either worry dolls, a tree house or 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. 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. Chris Kenny	Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen. Pupils will explore what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will also respond to the work through peer discussion. Pupils will begin to plan their own puppet and the simple movements it might make. Pupils will make their own moveable drawings, using their imagination to think about what character they want to make and how they might make it move. They will consider joints, line and mark making. Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme. They will work collaboratively to create a shared background for all the puppets / They will draw their own individual backgrounds relating to their puppet. If there is time pupils will use basic digital software to capture their puppets moving.	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 neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks. 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,	Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes. Pupils will be introduced to the question: "As architects, should we aspire to fill the world full of amazing, beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?" Pupils will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them. Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist 'The Shoreditch Sketcher'. Pupils will consider whether they want their building to be big or small. Using foamboard, children will build a model of their house using the 'Design Through Making approach', taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do.	Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks. They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks. Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts. Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality. They will record and develop their ideas in sketchbooks. Pupils will display their chairs in a clear space, alongside their sketchbook

	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 collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.		Pupils will display their work in a clear space / watch their animations and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber	what they would like to try again, the creative journey, and the skills learnt through peer discussion. *Marcus Coates*	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. Shoreditch Sketcher, Various Architects	work, and walk around the room as if in a gallery. *Yinka Ilori*

Access Art	KS1 Year 1 and 2		Year 3	Year 4	Year 5	Year 6
Sequencing Plans	**Flora & Fauna** Drawing, Sketchbooks, Collage, Painting	**Music & Art** Drawing, Sketchbooks, Painting, Collage, Making	**Using Natural Materials to Make Images** Drawing, Sketchbooks, Making, Painting	**Festival Feasts** Drawing, Making, Painting, Sketchbooks	**Fashion Design** Fashion, Drawing, Making, Sketchbooks	**Shadow Puppets** Making, Drawing, Sketchbooks
Collaboration & Community	Pupils become familiar with the work of artists who are inspired by flora and fauna. Pupils think about and articulate what they think about the work in discussion and in sketchbooks. Pupils have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour. Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks. Pupils develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings. Pupils demonstrate an ability to explore with new materials (oil pastel and chunky graphite), and will adapt to the new materials by working in large scale. Pupils spend time practising cutting and collage skills to explore shape and colour to	Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally. Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks. Pupils will share their thoughts in a class discussion. Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use	Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks. Pupils will take inspiration from an artist. They will become familiar with a new process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anthotype. They will forage from school grounds or their local environment to find the materials to make the artwork. Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how. 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. **Frances Hatch, Anna Atkins**	Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials. Pupils will explore their favourite foods through sculpture. Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation. Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form. Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see	Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks. Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief. Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together. Pupils will display their work in a clear space and walk around the work as if they are in a gallery,	Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper. They will understand how paper can be cut and shaped to create puppets. They will record their responses and ideas in sketchbooks. Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets. They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes. Pupils will display their

	build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion. Pupils display the work they have created in sketchbooks and on paper, and demonstrate an ability to reflect on what they like and what they would like to try again through peer discussion. Eric Carle, Joseph Redoute, Jan Van Kessel	line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to 'projection mapping'. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to 'paint music' on the whiteboard. Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration. 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. Kandinsky		how using this material is different to working on paper. 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 reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras. **Claes Oldenberg, Lucia Hierro**	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. **Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla**	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 perform a shadow puppet show. **Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrlaga, Thomas Witte**

Progression (Skills and Knowledge) for Years 1 to 6

Year 1	Purple = Substantive Knowledge		Orange = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
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. Making Birds 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 drawings. Pupils draw from paused film, observing detail using pencil, graphite,	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Make a simple elastic band sketchbook. Personalise it. Use sketchbooks to: Test out printmaking ideas Simple Printmaking Develop experience of primary and secondary colours Simple Printmaking Exploring Watercolour Flora & Fauna Practice observational drawing Simple Printmaking Flora & Fauna Making Birds Explore mark making:	Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Simple Printmaking Use hands and feet to make simple prints, using primary colours. Simple Printmaking Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking Explore concepts like “repeat” “pattern”	Understand watercolour is a media which uses water and pigment. Exploring Watercolour Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour Paint without a fixed image of what you are painting in mind. Exploring Watercolour Music & Art	Understand collage is the art of using elements of paper to make images. Making Birds Flora & Fauna Understand we can create our own papers with which to collage. Making Birds Flora & Fauna Collage with painted papers exploring colour, shape and composition. Simple Printmaking Flora & Fauna Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Making Birds Understand the meaning of “Design through Making” Playful Making Making Birds Use a combination of two or more materials to make sculpture. Playful Making Making Birds Use construction methods to build. Playful Making Making Birds Work in a playful, exploratory way, responding to a	Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1 Reflect upon the artists’ work, and share your response verbally (“I liked…”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).

handwriting pen. Making Birds Flora & Fauna Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking Flora & Fauna	Simple Printmaking Flora & Fauna Exploring Watercolour Making Birds	"sequencing". Simple Printmaking	Respond to your painting, and try to "imagine" an image within. Exploring Watercolour Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour		simple brief, using Design through Making philosophy. Playful Making Making Birds	Some children may feel able to share their response about classmates work. All Pathways for Year 1

St Blaise Church of England Primary School

Exploring and achieving as we grow together

Year 2	Purple = Substantive Knowledge		Orange = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw Spirals Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw Spirals Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect	Continue to build understanding that sketchbooks are places for personal experimentation. Spirals Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Spirals Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Work in sketchbooks to: Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Make close observational drawings of small	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 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	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Music & Art Understand the concept of still life. Expressive Painting Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art	Understand the role of an architect. Be an Architect Understand when we make sculpture by adding materials it is called Construction. Be an Architect Stick Transformation Project Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Transform found objects into sculpture, using imagination and construction techniques including	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 Reflect upon the artists' work, and share your response verbally ("I liked…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well").

Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art Make drawings inspired by sound. Music & Art	objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint Explore colour and colour mixing. Expressive Painting Music & Art Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art		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		cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2

Year 3	Purple = Substantive Knowledge		Orange = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal Understand that animators make drawings that move. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal Option to explore making gestural drawings with	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3 Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings Natural Materials Develop mark making skills. Gestural Drawing with Charcoal Working with Shape	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour	Understand that we can create imagery using natural pigments and light. Telling Stories Understand that paint acts differently on different surfaces. Cloth, Thread, Paint Understand the concept of still life and landscape painting. Cloth, Thread, Paint Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint Explore creating pigments from materials around you	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a	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 Understand that articulated drawings can be animated. Animated Drawings Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character,	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3 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.

charcoal using the whole body (link to dance). Gestural Drawing with Charcoal Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings	& Colour Telling Stories Cloth, Thread, Paint Animated Drawings Brainstorm animation ideas. Working with Shape & Colour Animated Drawings Natural Materials Experiment with pigments created from the local environment. Natural Materials		(earth, vegetation). Use them to create an image which relates to the environment the materials were found in. Natural Materials Option to use light to create imagery by exploring anthotype or cyanotype. Natural Materials	creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour	structure. Telling Stories Make an armature to support the sculpture. Telling Stories Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3

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Year 4	Purple = Substantive Knowledge	Orange = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	**Sketchbooks**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing 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 Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing Interpret poetry or prose and create sequenced images in either an accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen,	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4 Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Art of Display Exploring Still Life Sculpture & Structure Festival Feasts Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts Brainstorm pattern, colour, line and shape. Exploring Pattern Exploring Still Life Festival Feasts Brainstorm and explore ideas relating to performance art. Art of Display Reflect. Storytelling Through Drawing Exploring Pattern Exploring Still Life Art of	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts	Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display To understand that sometimes people themselves can be the object, as in performance art. Art of Display 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 Festival Feasts 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. Art of Display 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. Art of Display To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and

graphite or ink. Storytelling Through Drawing Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern 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	Display Sculpture & Structure Festival Feasts	To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts	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 Festival Feasts To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. Shadow Puppets	differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4

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Year 5	Purple = Substantive Knowledge		Orange = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that designers create fonts and work with Typography. Typography & Maps Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to	Use sketchbooks to: Explore mark making. Typography & Maps Mixed Media Landscapes Set Design Fashion Design Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion Design Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design Architecture: Big or Small Fashion Design Experiment with different media and different marks to capture the energy of a	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 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	Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes 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"). Fashion Design	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 architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design 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, background, lighting, texture, space, structure and intention. Set Design 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	Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen 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 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	landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Fashion Design			reality of what you are building. Architecture: Big or Small Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design	feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5

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Year 6	Purple = Substantive Knowledge		Orange = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D	Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Activism Using the grid method to scale up an image. 2D to 2D Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour Explore combinations and layering of media. Activism Exploring Identity Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets Make visual notes to capture, consolidate and reflect upon the	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. Activism Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism Or create a zine using similar methods. Activism	Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between td shape and pattern and 3d form and function. Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity	Understand that 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 Take a Seat Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity Take a Seat Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Take a Seat Shadow Puppets Use the device of scaled model to imagine what your installation might be, working in respond to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Brave 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. Brave Colour	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by…). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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

Use collage to add tonal marks to the "flat image". 2D to 2D	artists studied. Activism 2D to 2D Exploring Identity Brave Colour Take a Seat Shadow Puppets			Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat	viewpoint, lighting & perspective. All Pathways for Year 6

Vocabulary should include key words below. Each year should build on previous years' language. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes. Please refer to the "I Can" statements on each individual pathway MTP to help ensure children understand the context and spirit of language used.

Year 1	**Exploring Watercolour:** Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale	**Explore & Draw:** Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil,	**Be An Architect:** Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus,	**Making Birds:** Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear Crumple Collage Sculpture,	**Flora & Fauna:** Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss	**Music & Art:** Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss,

	Reflect, Share, Discuss	Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Lighting, Composition, Angle, Perspective	Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss		Respond, Listen, Feedback,
	Simple Printmaking (To be used throughout the year – Outdoor Explorers) 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					
Year 2	**Playful Making:** Sculpture, Sculptor, Three Dimensions Respond Response Design Through	**Spirals:** Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist,	**Stick Transformation:** Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think	**Expressive Painting:** Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration,	**Explore the World Through Monoprint:** Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking,	**Flora & Fauna:** Flora Fauna Line, Shape, Colour, tones, hues, tints

	Making, Playful Making, Explore, Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance Reflect, Share, Discuss	Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think	Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	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	Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple	Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss

				Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,	Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover Present, Reflect, Discuss, Share, Feedback	
Year 3/4 2023/2024	**Gestural Drawings with Charcoal:** Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes,	**Paint, Cloth, Thread:** Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash	**Telling Stories Through Drawing & Making:** Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,	**The Art of Display:** Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition	**Sculpture, Structure, Inventiveness & Determination:** Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue	**Shadow Puppets:** Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

	Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	Present, Review, Reflect, Process, Outcome		Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	
Year 3/4 2024/2025	**Using Natural Materials to Make Images:** Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements,	**Exploring Still Life:** Still Life, Genre, Traditional, Contemporary, Objects, Arrangements,	**Storytelling Through Drawing:** Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator,	**Exploring Pattern:** Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves	**Working with Shape & Colour:** "Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share	**Festival Feasts:** Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute,

	Pattern, Form Transformation, Time, Cyanotype, Anthotype, Present, Share, Reflect, Respond, Feedback, Document	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,	Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,
Year 5/6 2023/24	**Paint, Cloth, Thread:** Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,	**Exploring Identity:** Identity, Layer, Constructed, Portraiture	**Fashion:** Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material,	**Activism:** Activism Voice Message	**Land and City Scapes:** Landscape, Cityscape, Working from Life, Mixed Media,	**Set Design:** Set Design, Theatre, Animation, Model, Maquette,

	Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome	Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Body, Wearable, Fit for Purpose, Pattern Cutting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Community Poster Zine Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
Year 5/6 2024/25	**2D Drawing to 3D Making:** 2D Drawing 3D Object Packaging Negative space Grid method Scaling up	**Making Monotypes:** Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media	**Architecture Dream Big or Small:** Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making,	**Brave Colour:** Sketchbook Visual notes Colour Installation Art, Immersive, Participate, Context, Environment, Viewer,	**Take a Seat:** Chair Design, Designer, Craftsperson, Maker 3D Doodle, Design through Making, Chair Design Expression, Personality,	**Typography & Maps:** Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory,

	Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Impact

Long term:

- That children will be able express their feelings and ideas.
- That children will develop confidence and a sense of individual identity.
- That children develop critical thinking and the ability to interpret the world around us.
- That some children will be able to excel and develop their talent to a high standard.
- That children will develop a greater knowledge and understanding of other cultures through art.

Assessment:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing Art
- Display and books – opportunity to practise skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events and exhibitions

Role of the co-ordinator:

- Highlight / Celebrate successes
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support to colleagues