

St Peter's Brafferton Knowledge and Skills Art and Design

	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills		
	Year A			Year B		
Year 1	Explore and Draw	Exploring Watercolour	Stick Transformation	Spirals	Simple Printmaking	Playful Making
Drawing	Pupils draw from observing detail using pencil, graphite, handwriting pen		Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects	Understand drawing is a physical activity Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings.	Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon	Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects
Sketchbooks	Practice observational drawing Explore mark making	Develop experience of primary and secondary colours		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. Develop experience of primary and secondary colours Practice observational drawing Explore mark making	Test out printmaking ideas Develop experience of primary and secondary colours Practice observational drawing Explore mark making	
Printmaking					Understand prints are made by transferring an image from one surface to another.	

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					<p>Understand relief prints are made when we print from raised images (plates).</p> <p>Use hands and feet to make simple prints, using primary colours</p> <p>Collect textured objects and make rubbings and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p> <p>Explore concepts like "repeat" "pattern" "sequencing".</p>	
Painting		<p>Understand watercolour is a media which uses water and pigment</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p>			<p>Explore colour in an intuitive way to build understanding of the properties of the medium.</p>	

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		<p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting and try to "imagine" an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>				
Collage	Understand collage is the art of using elements of paper to make images.				Collage with painted papers exploring colour, shape and composition.	
Making			<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of "Design through Making"</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design</p>			<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of "Design through Making"</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design</p>

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			through Making philosophy			through Making philosophy
Purpose/visual literacy/articulation	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>					

	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills		
	Year A			Year B		
Year 2	Explore and Draw	Exploring Watercolour	Stick Transformation	Spirals	Simple Printmaking	Playful Making
Drawing	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.		Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite,	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.	Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.

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	<p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition.</p>		<p>soft pencil, handwriting pen to design our stick</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph</p>	<p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect</p> <p>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</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art</p>		<p>Create final collaged drawings (see column 5 "collage") which explore composition.</p>
All Project Sketchbooks	Continue to build understanding that sketchbooks are places for personal experimentation.					
Sketchbooks	Understand that the way each persons' sketchbook looks is unique to them					
	Continue to build understanding that sketchbooks are places	Explore colour and colour mixing	Make close observational drawings of small objects, drawn to scale, working	Explore colour and colour mixing	Explore the qualities of different media	Explore the qualities of different media

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	<p>for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Make visual notes about artists studied.</p>	<p>Make visual notes about artists studied</p>	<p>slowly, developing mark making</p>	<p>Make visual notes about artists studied</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p>Make visual notes about artists studied</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making</p>	
<p>Printmaking</p>					<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil</p>	

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					pastel prints), exploring the qualities of line.	
Painting		<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.</p> <p>Create an arrangement of objects or elements.</p>				
Collage	Understand that we can combine collage with other disciplines such as drawing, printmaking and making.			Understand that we can combine collage with other disciplines such as drawing, printmaking and making.		
	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			Collage with drawings to create invented forms. Combine with making if appropriate		

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	<p>response to the collaged sheet.</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p>					
Making			<p>Understand when we make sculpture by adding materials it is called Construction</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>			<p>Understand when we make sculpture by adding materials it is called Construction</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>
Purpose/visual literacy/articulation	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>					
	<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>					

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	Year A			Year B		
Year 3	Storytelling through Drawing	Exploring Pattern	Sculpture, Structure, Inventiveness and Determination	Gestural Drawing with Charcoal	Cloth, Thread, Paint	Telling Stories Through Drawing & Making
Drawing	<p>Understand that artists use drawing to explore and communicate ideas, emotions, and stories. Recognise that mark making can express character or mood.</p> <p>Make marks using hands as tools. Explore qualities of mark available using available resources</p>	<p>Understand that pattern can be created through repetition and variation of marks, lines, and shapes. Identify pattern in natural and man-made forms.</p> <p>Develop mark making skills by deconstructing the work of artists.</p>	<p>Understand that drawing can help plan and develop 3D ideas. Recognise how sketching supports design and structural thinking.</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <u>Gestural Drawing with Charcoal</u></p> <p>Know that Chiaroscuro means</p>	<p>Understand that artists can draw with thread and that painting and drawing can be combined with textiles.</p> <p>Transfer drawing skills into stitching. Explore painting and drawing on fabric surfaces using thread and pigment.</p> <p>Develop mark making skills by</p>	

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				<p>“light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p>	<p>deconstructing the work of artists.</p>	
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All Project Sketchbooks	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p>					
Sketchbooks	<p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>	<p>Develop mark making skills.</p>	<p>Experiment with pigments created from the local environment</p>	<p>Develop mark making skills.</p> <p>Explore the qualities of charcoal.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>	<p>Develop mark making skills.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>	<p>Develop mark making skills.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>
Printmaking		<p>Understand that printmaking allows for repetition and layering to build pattern and texture.</p>				<p>Understand that printmaking can be combined with other techniques to enhance storytelling.</p>
Painting	<p>Understand how artists use colour and tone to convey story, mood, and character.</p>	<p>Understand that paint behaves differently depending on surface and medium. Recognise</p>			<p>Understand that paint acts differently on different surfaces.</p>	<p>Understand that we can create imagery using natural pigments and light.</p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making").</p>

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		<p>how colour can be expressive and symbolic.</p> <p>Mix and apply colour with increasing control. Experiment with texture, layering, and brushwork.</p>			<p>Understand the concept of still life and landscape painting</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric</p>	
Collage	Understand that collage can combine materials and imagery to communicate ideas.		that we can combine collage with other disciplines such as drawing, printmaking and making.			
Making			<p>Understand that sculptors often take inspiration from literature, film, and nature. Know that modelling is an additive process using materials like clay or Modroc.</p> <p>Manipulate materials to create form and texture. Build and join clay or</p>			<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p>

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			<p>Modroc to construct stable structures.</p>			<p>An armature is an interior framework which support a sculpture.</p>
<p>Purpose/visual literacy/articulation</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>					

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	Year A			Year B		
Year 4	Storytelling through Drawing	Exploring Pattern (incorporate printmaking)	Sculpture, Structure, Inventiveness and Determination	Gestural Drawing with Charcoal (Use still life with charcoal)	Cloth, Thread, Paint	Telling Stories Through Drawing & Making (incorporate printmaking)
Drawing	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</p> <p>Interpret poetry or prose and create sequenced images in</p>	<p>Understand artists can work with pattern for different reasons:</p> <p>Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Understand that patterns can be</p>	<p>Understand that sculptors plan ideas through drawing and construction. Recognise the importance of resilience, risk-taking, and problem-solving in 3D work.</p>	<p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today.</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).</p> <p>Use ink and foamboard</p> <p>Use a range of drawing media including charcoal, graphite, wax resist,</p>	<p>Understand artists can work with pattern for different reasons:</p>	<p>Understand that artists often merge drawing and sculpture to tell stories inspired by poetry or prose.</p>

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	<p>either an according or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p>	<p>purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p>		<p>and watercolour to make observational and expressive drawings. Capture tone, light, and texture through experimentation.</p>		
All Project Sketchbooks	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> <p>Reflect</p>					
Sketchbooks	<p>Practise drawing skills.</p> <p>Test and experiment with materials.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists</p>	<p>Practise drawing skills.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Test and experiment with materials.</p> <p>Make visual notes to record ideas and</p>	<p>Practise drawing skills.</p> <p>Test and experiment with materials.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists</p>	<p>Practise drawing skills.</p> <p>Test and experiment with materials.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists</p>	<p>Practise drawing skills.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Test and experiment with materials.</p> <p>Make visual notes to record ideas and</p>	<p>Practise drawing skills.</p> <p>Test and experiment with materials.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists</p>

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		processes discovered through looking at other artists			processes discovered through looking at other artists	
Printmaking		<p>Understand that screen prints are made by forcing ink over a stencil.</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p>				<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork</p> <p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p>
Painting		<p>Mix colours and experiment with repeating painted motifs and shapes to create decorative compositions.</p>			<p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background</p>	

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					To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making	
Making			<p>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.</p> <p>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</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use</p>			<p>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.</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.</p>

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			<p>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.</p> <p>To combine modelling with construction using mixed media and painting to create sculpture.</p>			
<p>Purpose/visual literacy/articulation</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>					

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	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 A			Year B		
Year 5	Activism	Mixed Media Land and City Scapes	Shadow Puppets	2D to 3D Making	Exploring identity	Take a Seat
Drawing	Understand that artists use drawing as a tool for communication, persuasion, and to explore personal and collective ideas. Recognise that drawing can be both expressive and functional in activist art.	Understand that artists draw to study, record, and interpret their environment. Recognise that mark, tone, and perspective can express atmosphere and place.		Understand that 2D drawings can evolve into 3D artworks and that transformation between dimensions requires planning and adaptation. Use drawing to plan and test 3D ideas, exploring scale,	Understand that artists use drawing to explore and represent aspects of self, memory, and belonging. Use portrait and symbolic drawing to explore self and identity. Experiment with scale, materials,	

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				viewpoint, and surface pattern.	and expressive mark making.	
All Project Sketchbooks	Understand that sketchbooks are essential spaces for collecting ideas, experimenting, and reflecting. Recognise that artists use sketchbooks differently depending on purpose and project.					
Sketchbooks	Brainstorm ideas generated when reading poetry or prose. Explore mark making.	Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied. Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved	Make visual notes to capture, consolidate and reflect upon the artists studied. Brainstorm ideas	Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc	Experiment with colour mixing and pattern Explore mark making.	Make visual notes to capture, consolidate and reflect upon the artists studied.
Printmaking	Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation Combine mono type with painting and collage to make a piece inspired by Activism . Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.					
Painting	See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork.	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		Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d		

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		<p>place, and that artists often work outdoors to do this.</p> <p>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</p>		<p>forms or collaged elements to explore</p>		
Making			<p>Understand that making can combine storytelling, light, and structure to create visual theatre. Recognise the role of collaboration in making and performance.</p> <p>Design and construct shadow puppets using cut and layered materials. Work collaboratively to develop a short narrative or performance.</p>	<p>Understand how drawings can inform sculptural or constructed outcomes. Recognise how scale and structure affect visual impact.</p> <p>Experiment with building and folding to translate drawings into 3D form. Reflect on process and adapt design as needed.</p>		<p>Understand that design and making can express personality, values, or culture through form and material.</p> <p>Use design-through-making to construct a scaled seat or sculpture. Combine function with creative self-expression.</p>
Purpose/visual literacy/articulation	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>					

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	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>
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	Year A			Year B		
Year 6	Activism	Mixed Media Land and City Scapes	Shadow Puppets	2D to 3D Making	Exploring identity	Take a Seat
Drawing	<p>Understand that artists and designers use imagery, text, and composition to communicate messages and inspire change. Recognise the link between graphic design and social voice.</p> <p>Develop ideas visually through drawing and typography. Create</p>	<p>Understand that artists respond to the environment and that landscape and cityscape can be represented through abstraction, texture, and composition.</p>		<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <u>2D to 2D</u></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <u>2D to 2D</u></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <u>2D to 2D</u></p>	<p>Understand that portraits and identity art can reflect personal, cultural, and emotional stories. Recognise how artists layer materials to represent identity.</p>	

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	expressive compositions combining image and text to convey meaning.			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 collage to add tonal marks to the “flat image”. 2D to 2D		
	Understand that sketchbooks are used to research, test ideas, and explore themes such as identity, activism, and place. Recognise sketchbooks as reflective spaces. Practise seeing negative and positive shapes. Develop mark making and explore layering of media. Make visual notes in response to artists studied. Explore personal themes such as hopes, fears, and passions. Experiment with colour, media, and composition to express mood and meaning. Record reflections on artists and self.					
Sketchbooks	Practise seeing negative and positive shapes Develop Mark Making Explore combinations and layering of media. Explore colour: make colours, collect colours, experiment with how colours work together. Make visual notes to capture, consolidate and reflect upon the artists studied. 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?	Practise seeing negative and positive shapes Develop Mark Making Explore combinations and layering of media. Explore colour: make colours, collect colours, experiment with how colours work together. Make visual notes to capture, consolidate and reflect upon the artists studied.	Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied.	Practise seeing negative and positive shapes Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied.	Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Explore combinations and layering of media. Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied.	Make visual notes to capture, consolidate and reflect upon the artists studied.
Printmaking	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of					

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	<p>communities they represent, to try to change the world for the better.</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Use screen-printing and/or mono printing over collaged and painted sheets to create your piece of activist art. Or a Zine</p>					
<p>Painting</p>		<p>Understand that paint, shape, and pattern can represent mood and rhythm in landscapes. Recognise the relationship between 2D surface and 3D form.</p> <p>Explore colour mixing, layering, and texture to depict space, surface, and</p>			<p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p>	

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		atmosphere. Consider light and perspective in compositions.				
Making		<p>Understand that artists and designers add colour, texture, meaning and richness to our life</p> <p>Use a variety of materials. 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.</p>	<p>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</p> <p>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.</p>		<p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear</p>	<p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>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.</p> <p>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.</p> <p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear</p>
Purpose/visual literacy/articulation	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>					
	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p>					

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	<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
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