



Reception

Autumn term	Spring term	Summer term
<p>Experiences: Sculpture using Autumnal objects</p> <p>Focus artist: Andy Goldsworthy</p> <p>Finished piece: nature sculpture using found materials</p>	<p>Experiences: How do we explore colour? Explorer's books: Collecting Colour Collecting, Arranging, Drawing</p> <p>Focus artist: Sonja Delaunay Kandinsky linked to circles and triangles in maths.</p> <p>Finished piece: experiment with shape.</p>	<p>Experiences: What can we see? Observational and imaginative drawing linked to shells. Finding circles.</p> <p>Focus artist: Jackson Pollock and Jasper Johns</p> <p>Finished piece: Upcycling (pollocking) objects Mark making numbers</p>



Y1

Autumn term

Pathway: Spirals
Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.

Disciplines: Drawing, Collage, Sketchbooks

Focus artist: Molly Haslund

Finished piece: Circles and Spirals

Skills to practise:

- Identify the 3 primary colours.
- Mix primary colours to create secondary colours.
- Use white paint to create tints of primary and secondary colours.
- Draw from my fingertips, my wrist, my elbow, my shoulder, my body.
- Make a drawing using a continuous line for a minute or two.
- Make different marks with different drawing tools.
- Explore how water affects the graphite and pen, and use a brush to make new marks.
- Make choices about which colours I would like to use in my drawing.
- See the work of an artist and listen to how the artist made the work. Share how I feel about the work.
- Take photos of my artwork.

Spring term

Pathway: Making Birds

Disciplines: Sculpture, Drawing, Collage, watercolour

Focus artist: Andrea Butler

Skills to practise:

- Use a range of materials creatively to design and make products.
- Draw, paint and sculpture to develop and share ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Understand watercolour is a media which uses water and pigment.
- Paint without a fixed image of what you are painting in mind.

Summer term

Pathway: Inspired by Flora and Fauna

Disciplines: Drawing, Collage, Sketchbooks

Focus artist: Eric Carle
Other artists to explore: Joseph Redoute, Jan Van Kessel

Finished piece: creature sculptures of undersea animals using plastic pollution (recycled materials)

Skills to practise:

- Be inspired by the flora & fauna around them.
- Explore a variety of drawing materials.
- Look closely at insects and plants and make drawings using pen to describe what I see.
- Explore mark-making and build on related vocabulary.
- Cut out shapes in assorted colours and use these shapes to make an insect or bug.
- Take photos to draw from observation to record what I see.
- Practise drawing exercises to build upon my skills.
- Share my artwork with the class.
- Listen to what my classmates like about my art and share what I like about their work.



Y2		
Autumn term	Spring term	Summer term
<p>Pathway: Expressive Painting</p> <p>Disciplines: Painting, Sketchbooks</p> <p>Focus Artist: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p> <p>Finished piece: Draw from a colourful still life, finally making expressive and gestural paintings with acrylic paint.</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Explore how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • Share my response to the work of other artists. • Use my sketchbook to fill full of colour and brush marks, inspired by other artists. • Recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. • Use various homemade tools to apply paint in abstract patterns. I can be inventive. • Make a loose drawing from a still life. • See colours and shapes in the still life. • Use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. • Enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. • Take a photograph of my final piece, thinking about focus and lighting. 	<p>Pathway: Be an architect</p> <p>Disciplines: Architecture, Drawing, Sketchbooks, Collage, Making</p> <p>Focus artist: Hundertwasser Other artists: Zaha Hadid, Heatherwick Studios</p> <p>Finished piece: Architectural Model</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Explore the work of some architects. • Know they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live. • Share how architecture makes me feel? • Use my sketchbook to help me look at architecture carefully. • Use drawings and notes. • Explore line and shape. • Use my own imagination when thinking about architecture I might design. • Make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. • Explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. • I can design as I make. • I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates. 	<p>Pathway: Exploring the World through mono-print</p> <p>Disciplines: Architecture, Drawing, Sketchbooks, Collage, Making</p> <p>Focus artist: Xgaoc’o X’are, Leonardo Di Vinci</p> <p>Finished piece: Monoprint based on the Amazon Rainforest (CC links Geography - Brazil)</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Make drawings using photos from films as my source material. • Work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. • Look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. • Think carefully about which marks I will include in my drawing. • Know what a mono print is and have explore the work of an artist who uses mono print. • Share my thoughts on the artists’ work. • Use carbon paper to make mono prints. • Experiment with using line, mark, shape and colour to make imagery informed by our own perception of the world.



Y3

Autumn term	Spring term	Summer term
<p>Pathway: Gestural Drawing with Charcoal</p> <p>Disciplines: Drawing, sketchbook</p> <p>Focus artist: Laura McKendry and Edgar Degas</p> <p>Finished piece: Produce a piece of cave art.</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • See how artists use charcoal in their work, talk about the marks produced and how it makes me feel. • Experiment with the types of marks I can make and use my hands too. • Work on larger pieces of paper making gestural movements with my body. • Understand Chiaroscuro and how to use it in my work. • Use light and dark tonal values in my work to create a sense of drama. • Take photographs thinking about focus, lighting and composition. • Voice what I like about my classmates work. 	<p>Pathway: Working with Shape and Colour</p> <p>Disciplines: Printmaking (Stencil/Screen Print), Collage</p> <p>Focus artist: Henri Matisse, Claire Willberg</p> <p>Finished piece: Drawing with scissors inspired by the Ancient Egyptians</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Explore an artwork through looking, talking and drawing. • Use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. • Cut shapes directly into paper, using scissors, inspired by the artwork. • Collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. • Add to my collage, using line, colour and shape made by stencils. • Explore negative and positive shapes. • Take photographs of my work. • Share my work with my class. I can reflect and share what I like, and what I would like to try again. • Look at the work of my classmates and give useful feedback through class or small group discussion. 	<p>Pathway: Making Animated Drawings</p> <p>Disciplines: Drawing, Animation, Sketchbooks</p> <p>Focus artist: Lauren Child Other Artists: Steve Kirby, Andrew Fox, Lucinda Schreiber</p> <p>Finished piece: Articulated beasts with a background setting</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Talk about the work of animators who make animations from their drawings. • Share what I like, and how it makes me feel. • Use a sketchbook to gather ideas from other artists and start to think about a simple moving drawing I might make. • Use observational skills to look at source material to inspire my character and make drawings. • Use my imagination to think about how my character might move. • Create a background for my character. • Use digital media to film my animation. • Share my moving drawing, either through an animation or by showing classmates how it would move. • Reflect and articulate my thoughts about my own artwork and that of my peers.



Y4

Autumn term	Spring term	Summer term
<p>Pathway: Story telling through Drawing</p> <p>Disciplines: Drawing, Sketchbooks</p> <p>Focus artist: Laura Carlin, Shaun Tan</p> <p>Finished piece: Migratory comic strip</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Explore the work of artists who tell stories through imagery. • Respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. • Work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work. • Use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. • Use line, shape, and colour using a variety of materials to test my ideas. • Think about how I might use composition, sequencing, mark making and some text in my drawings. • Create a finished piece which contains sequenced images to describe a narrative. • Share my work with others and talk about my journey and outcome. • Listen to feedback and take it on board. • Appreciate the work of my classmates and think about similarities and differences between our work. • Share my feedback on their work. 	<p>Pathway: Exploring Still Life with water colour</p> <p>Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief</p> <p>Focus artist: Paul Cezanne Other artists: Peter Claesz, Melchior d’ Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer</p> <p>Finished piece: Clay tiles inspired from still life exploration</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Explored the work of contemporary and more traditional artists who work within the still life genre. • Feel able to express my thoughts about other artists’ work and talk about the meanings of objects as artists present them. • Use my sketchbook to make visual notes, record and reflect. • Draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. • Gain skills in working with clay as a resistant and responsive material, resulting in an exploration of texture, mark making, colour and composition. • Present and share my artwork and explain how my sketchbook work helped build my knowledge and skills towards my final piece. 	<p>Pathway: The Art of Display</p> <p>Disciplines: Sculpture, Creative Thinking Sketchbooks</p> <p>Focus artist: Anthony Gormley, Yinka Shonibare, Thomas J Price</p> <p>Finished piece: _____</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • See how some artists choose to display their work on “plinths” and understand how the way work is displayed can affect the way the audience sees the work. • Use my sketchbook to collect ideas about how other artists consider how their work is displayed. • Use clay to make quick three-dimensional sketches of figures sitting on “plinths”. I can use the clay to capture the character/emotion of the body. • Share my work with others and talk about my response to the project, what worked well and what I would like to try again. Listen to the response to my work from my classmates and take on board their feedback. • Appreciate the work of my classmates, understanding where there are similarities and where there are differences. Share my response to their work.



Y5

Autumn term	Spring term	Summer term
<p>Pathway: Typography & Maps</p> <p>Disciplines: Design, Typography, Drawing, Collage, Sketchbooks</p> <p>Focus artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p>Finished piece: Create maps and fonts inspired by the history of Maya</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • See how other artists work with typography and share my thoughts on their work. • Explore how I can create my own letters in a playful way using cutting and collage. • Reflect upon what I like about the letters I have made. • Draw my own letters using pen and pencil inspired by objects I have chosen around me. • Use my sketchbooks for referencing, collecting and testing ideas, and reflecting. • Make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. • See how some artists use their typography skills and drawing skills to make maps which are personal to them. • Reflect upon what I think their maps mean, what I like about them, and what interests me. • Use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography. • Share my work with the class, reflect upon what was successful and be able to give useful feedback. 	<p>Pathway: Fashion Design</p> <p>Disciplines: Fashion, Painting, Collage, Sketchbooks</p> <p>Focus artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p> <p>Finished piece: Contemporary costume design inspired by historical period studied (E.g. Saxons/Vikings)</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Explore the work of contemporary fashion designers and I see how their interests and experiences feed into their work. • Share my own response to their work, articulating what I like or don't like about their work. • Use my sketchbook to make visual notes to capture key ideas about how the designers work. • Listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. • Use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. • Understand how 2d shapes can become 3d form and the relationship they have to our bodies. • Share my designs and outcomes with my classmates and articulate my journey. • Listen to their feedback and respond. • Appreciate the work of my classmates and reflect upon similarities and differences. • Share my response to their work. 	<p>Pathway: Set Design</p> <p>Disciplines: Set Design, Making, Drawing, Sketchbooks</p> <p>Focus artists: Rae Smith (set designer) and Tiny Inventions (animation directors).</p> <p>Finished Pieces: Create a set in response to a dramatic stimulus.</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Explore how other artists have used their skills to build sets for theatre or animation. • Respond to a stimulus and design and build a model. • Use my sketchbook to brainstorm ideas. • Take photographs or a film of my artwork thinking about presentation, lighting, focus and composition.



Y6		
Autumn term	Spring term	Summer term
<p>Pathway: Shadow Puppets</p> <p>Disciplines: Making, Drawing, Sketchbooks</p> <p>Focus artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</p> <p>Finished piece: Shadow puppet performance retelling a Hindu scripture (CC links RE & Science – Light)</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • See how a variety of artists and craftspeople use their interest in cutouts to generate imagery. • Share my response to their work with my classmates. • Use my curiosity to think about how I might adapt techniques and processes to suit me. • Use my sketchbook to record, generate ideas, test ideas and reflect. • Make a shadow puppet thinking about how the qualities of the materials I use affect the outcome. • Manipulate the materials using tools so that the puppets I make have character and expression. • Make my puppets move in simple ways by articulating them. • Work with my peers to create a collaborative experience. • Share my work, as a team, and give/listen to feedback. • Appreciate the differences and similarities of their work to ours. • Photograph or film our puppets and performance. 	<p>Pathway: 2D Drawing and 3D Making</p> <p>Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</p> <p>Focus artist: Lubaina Himid, Claire Harrup</p> <p>Finished piece: design own food packaging.</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • Use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. • Use line, mark making, tonal values, colour, shape and composition to make my work interesting. • Use negative space and the grid method to help me see and draw. • Explore typography and design lettering which is fit for purpose. • Transform my drawing into a three-dimensional object. • Share my work with others, and talk about my intention and the outcome. Listen to their response and take their feedback on board. • Appreciate the work of my classmates. I can listen to their intentions and share my response to their work. • Photograph my three-dimensional work, thinking about presentation, lighting, focus and composition. 	<p>Pathway: Activism – paper, pen & paint</p> <p>Disciplines: Printing, Collaging, Drawing</p> <p>Focus artist: Luba Lukova, Faith Ringgold, Shepard Fairey</p> <p>Finished piece: posters or zines, using using collage, print and drawing.</p> <p>Skills to practise:</p> <ul style="list-style-type: none"> • See how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • Explore how I can find out what I care about and find ways I might share my ideas. • See how my classmates may have different things they care about, or share things we care about, but they are all valid. • Create visuals and text which communicate my message. • Use line, shape and colour to make my artwork. • Use typography to make my messages stand out. • Combine different techniques such as print, collage and drawing. • Reflect and articulate about my own artwork and artwork made by my classmates.

