



# Expressive Arts and Design

Nursery	Develop Matters PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>Who am I?</b>	Creating with Materials: Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	I can represent things through drawing	Pencil grip, making marks with various materials	drawing, representing	line, circle, curve, drawing
<b>Autumn Term 2</b>					
<b>Who is in my community?</b>	Creating with Materials: Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	I can represent things through drawing	Pencil grip, making marks with various materials	drawing, representing	line, circle, curve, drawing
<b>Spring Term 1</b>					
<b>How do we get to the South Pole?</b>	Creating with Materials: Explore different materials freely, in order to develop their ideas about how to use them and what to make.	I can use a variety of materials to make things	planning, sticking, joining, building, cutting, choosing	building, making	cardboard, tape, stick, glue, clay, boat, penguin, snowy animal names
	Creating with Materials: Develop their own ideas and then decide which materials to use to express them.	I can use my imagination and free choice to make things	Planning, talking, trying out, seeing what works, trying again	choosing, trying out, ideas	
	Creating with Materials: Join different materials and explore different textures.	Different materials work well for different purposes	Joining, selecting, using senses to observe	touch, texture, join	
<b>Spring Term 2</b>					
<b>What can we grow?</b>	Creating with Materials: Explore colour and colour-mixing.	Colours can be mixed to make new colours	Mixing colours using a variety of methods	colour, mix	Red, yellow, blue, green, orange, purple, brown, black, white
<b>Summer Term 1</b>					
<b>What is under the sea?</b>	Creating with Materials: Draw with increasing complexity and detail, such as representing a face with a circle and including details.	I can represent people and objects through drawing	Using drawing to create a picture of something real or imagined	line, circle, curve	line, circle, curve, face, eyes, nose, mouth, ears, loud, quiet, soft, fast, slow
	Creating with Materials: Use drawing to represent ideas like movement or loud noises.	I can represent sensations and concepts through drawing	Using drawing to create a picture of something real or imagined	draw, circle, dot, curve	
<b>Summer Term 2</b>					
<b>Where will adventure take us?</b>	Creating with Materials: Show different emotions in their drawings – happiness, sadness, fear etc	I can represent emotions through drawing	Using drawing to express emotions	feelings, drawing	happy, sad, calm, frightened, angry, loved, excited



# Expressive Arts and Design

Reception	Development Matters PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>What makes me happy and healthy?</b>	Explore different materials, using all their senses to investigate them.	Know that pictures can represent people and things.	Simple representations of events, people and objects	Drawing and mark making.	colour, drawing, portrait, fine motor, mark making.
	Manipulate and play with different materials.	Explore how different materials can be used to create different effects.	Pencil grip and fine motor skills.	Representing self and identity through artwork.	
<b>Autumn Term 2</b>					
<b>Where in the world do animals live?</b>	Explore different materials, using all their senses to investigate them.	Know materials can be used in different ways for desired effects.	Use various techniques and materials to create desired effects, such as joining materials together.	Colour theory, the natural world, exploring through senses,.	materials, create, representation, texture, joining, senses, mix, blend, shade
	Manipulate and play with different materials.	Know that there are Artists who create artwork.	Discuss own work and ideas and reflect on what they have achieved.	Being inspired by an artist.	
<b>Spring Term 1</b>					
<b>What makes a good toy?</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Knowing how to use and manipulate tools and materials to achieve a desired effect.	Being able to plan, create and evaluate a chosen project.	Emotions	design, create, manipulate, change, adapt, team work, tools, collaboration, colour theory
	Create collaboratively, sharing ideas, resources and skills.	Knowing that our own experiences can be used in our creations	Using our own experiences to influence our creations.	Design Technology	
		Knowing that everyone has their own ideas.	Communicate with peers as to how best to complete a project.	Evaluate	
		Knowing that all ideas are valued and respected.	Use team work and turn taking skills.	Safety	

		Knowing that our own experiences can be used in our creations	Talking about own work and ideas reflecting on their own outcomes.	Function	
		Know that colours can be mixed together to create other colours.		Imagination	
				Team work	
<b>Spring Term 2</b>					
<b>What happens on the farm?</b>	Create collaboratively, sharing ideas, resources and skills.	Knowing that everybody has their own ideas and that they are all valuable.	Using appropriate language to facilitate collaborative language.	Design, technology, evaluate	collaboration, design, transient art, nature
		Understanding the importance of sharing.		Collaboration	
		Know that we can use natural materials to create artwork.	Use natural materials to create pattern and texture	nature, pattern, texture	
<b>Summer Term 1</b>					
<b>How can I be a superhero?</b>	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	I know that some tools and materials contain risk	I am able to use a variety of tools safely and correctly	Imagination	colour, experiment, texture, feel, scrunch, rip, press, engineer
		I know that colours and materials can be used in different ways to achieve a desired effect	I can use different colours and materials when designing and creating my own project.	Design	
				Technology	
				Evaluate	
				Safety	
				Function	
				Listen	
				Contribute	
				Compromise	
			Reflect		
<b>Summer Term 2</b>					
<b>What goes up, up and away?</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Know that they can use a variety of tools to create different effects.	Use a range of tools appropriately.	Design	explore, create, design, plan, evaluate, explore, materials, strong, adapt, develop, printmaking
	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Know that they are always learning	Understand that to improve, we are always learning and continuing to develop ideas and learning.	Technology	
		Know that they are able to return to previous learning. Know that they can develop learning.	Understand that they can express themselves in different ways.	Evaluate	
		Know that they can use materials to printmake	Identify ways in which they can develop ideas.	Safety	

				Function	
				Imagination	



# Art

Year 1	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term</b>					
<b>DRAWING Spirals</b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	To use a range of materials creatively to design and make products	Understand drawing is a physical activity	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.	emotion, movement	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground)
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Introduce what a sketchbook is for.	Use colour (pastels, chalks) intuitively to develop spiral drawings.	tools, techniques	Oil Pastel, Dark, Light, Blending Mark Making, Colour, Pattern, media
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	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.	Develop experience of primary and secondary colours	colour, texture	Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"
	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 it is owned by the pupil for experimentation and exploration.	Practice observational drawing	imagination	Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour,
		Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.	Explore mark making	sketch, draw	Reflect, Discuss, Share, Think
			Reflect upon the artists' work, and share your response verbally ("I liked...").	creative exploration	create, explore,
			Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").	peer discussion, reflection	present, reflect, share, respond, discuss

			Some children may feel able to share their response about classmates work.	display	
			Work at a scale to accommodate exploration	observation	scale. explore, experiment, mark making
				experiment, mark making	
<b>Spring Term</b>					
<b>PAINTING</b> <b>Exploring Watercolour</b> Exploring watercolour and discovering we can use accidental marks to help us make art.	to use a range of materials creatively to design and make products	Understand watercolour is a media which uses water and pigment.	Develop experience of primary and secondary colours	characteristics of watercolour	Watercolour Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid,
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks	Explore mark making	artists, inspire, inform	
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	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.	Explore watercolour in an intuitive way to build understanding of the properties of the medium.	accident, surprise	Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale
	Talk 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 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.	Paint without a fixed image of what you are painting in mind.	Open-ended, exploration	Reflect, Share, Discuss
			Respond to your painting, and try to "imagine" an image within.	Imagination	
			Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery	media, different effects	

			<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>	Inspiration, skillset, media, reflection, presentation	
--	--	--	--	--	--

**Summer Term**

<p><b>PRINTING AND COLLAGE</b>  <b>Inspired by Flora &amp; Fauna</b>          Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.</p> <p><b>Simple Printmaking</b>          Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	To use a range of materials creatively to design and make products	Understand relief prints are made when we print from raised images (plates).	Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking Flora & Fauna	bodies, print, media	Print, Press, Pressure, Paint  Primary colours: Red, Yellow, Blue  Shape, Line, Arrangement
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Understand collage is the art of using elements of paper to make images	Use sketchbooks to: Test out printmaking ideas, Develop experience of primary and secondary colours, Practice observational drawing	Exploration, line, texture, pattern, sequence, symmetry, intention, overlaying shape and colour, experimentation, composition.	As above plus:  Rubbing, Texture,  Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange  Explore, Try, Test, Reflect
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Understand we can create our own papers with which to collage	Use hands and feet to make simple prints, using primary colours	Printing plate, relationship, positive and negative, multiples, sequence	As above plus:  Artwork, Artist: Printmaker  Relief print, Plasticine, Plate, Impression,  Colour Mixing, Secondary Colours: Green, Orange, Purple  Pattern, Sequence, Picture, Image
	To learn 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	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.	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.	Peer discussion, reflection, presentation, display	Reflect, Discuss, Share, Crit,

			Explore concepts like "repeat" "pattern" "sequencing"	Repeating patterns	
			Collage with painted papers exploring colour, shape and composition	Overlaying, collage, composition	
			<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>	Appreciation, response, discussion, peer assessment. Reflection. Presentation	





# Art

Year 2	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term</b>					
	to use a range of materials creatively to design and make products	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.	Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.	exploration, seeing things new ways, inspiration	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade,
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.	Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.	environments, familiar, unfamiliar, fresh eyes, curiosity.	Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch
	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Understand that we can combine collage with other disciplines such as drawing, printmaking and making	Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw	find, observation, drawing	Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape,

**DRAWING AND  
PAINTING  
Explore & Draw**

Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.

<p>to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them</p>	<p>Create final collaged drawings which explore composition.</p>	<p>explore, inventive, creative risks, accidents, planning, successes.</p> <p>the shape of the page, arrange, elements, compositions</p>	<p>Reflect, Present, Share, Discuss, Feedback</p>
		<p>Create final collaged drawings which explore composition.</p>	<p>reflect, evaluation</p>	
		<p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Make visual notes about artists studied.</p>		
		<p>Use the observational drawings made cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p>		
		<p>Collage with drawings to create invented forms. Combine with making if appropriate.</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 &amp; perspective. A</p>		
--	--	--	---	--	--

### Spring Term

	to use a range of materials creatively to design and make products	Understand that we can create imagery using natural pigments and light. T	Use paint, mixing colours, to complete the sculpture inspired by literature	inspiration, artforms, film, literature, response.	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out,
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons' sketchbook looks is unique to them	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.	medium, re-interpreting, re-inventing.  explore character, narrative and context	Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture,
	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.	Make an armature to support the sculpture.	explore character, narrative, and context, sculptures, form, texture, material, construction, and colour	Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality,

<p style="text-align: center;"><b>3D AND RELIEF</b>  <b>Telling Stories Through Making</b></p> <p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film (Possibly make the animated puppets for the next term on photography and IT animation)</p>	<p>to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).  Telling Stories</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 &amp; perspective.</p>	<p>reflect, evaluation.</p>	<p>Present, Share, Reflect, Respond, Feedback,</p> <p>Photograph, Lighting, Composition, Focus, Intention,</p>
		<p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p>			
		<p>An armature is an interior framework which support a sculpture. Telling Stories</p>			

		<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>			
--	--	--	--	--	--

**Summer Term**

	to use a range of materials creatively to design and make products	Understand that animators make drawings that move	Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.	animations, drawings, movement, sequence.	Animate, Animation, Animator,
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them</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. Animated Drawings	mark making, imagination, visually engaging.	Character, Movement, Pose, Action, Gesture, Intention,
	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Understand that articulated drawings can be animated. A	Develop mark making skills. Animated Drawings	moving drawings, narratives.	Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick,

**PHOTOGRAPHY AND  
IT  
Making Animated  
Drawings**

Explore how to create simple moving drawings by making paper “puppets” and

animate them using tablets.

**Shadow Puppets**

Explore how traditional and contemporary artists use cutouts and shadow puppets.

<p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<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>Brainstorm animation ideas. Animated Drawings Develop Mark Making Shadow Puppets</p>	<p>reflect, evaluation</p>	<p>Presentation, Performance, Share, Reflect, Respond, Feedback,  Film, Focus, Lighting, Stage, Arena,</p>
	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Shadow Puppets</p>		
		<p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</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>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 &amp; perspective. A</p>		
--	--	--	---	--	--



# Art

Year 3	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term</b>					
<p style="text-align: center;"><b>DRAWING</b> <b>Typography &amp; Maps</b></p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Understand that designers create fonts and work with Typography. Typography &amp; Maps</p>	<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography &amp; Maps</p>	<p>designers, fonts, layout, typography.  words, visual, design, communicate, ideas, emotions.</p>	<p>Typography, Lettering, Graphics, Design,  Communicate, Emotions, Purpose, Intention,  Playful, Exploratory,</p>
	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography &amp; Maps</p>	<p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography &amp; Maps</p>	<p>create, typography, combine, visual elements, themes.</p>	
	<p>about great artists, architects and designers in history</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>	<p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography &amp; Maps</p>		<p>Visual Impact,</p>



maps.	Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design		<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 &amp; perspective.</p>		Pictorial Maps, Identity, Symbols,	
			<p>Work in sketchbooks to: Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore mark making.</p>	reflection, evaluation	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	

### Spring Term

	to create sketch books to record their observations and use them to review and revisit ideas	Understand that primary colours can be mixed together to make secondary colours of different hues. Music & Art	Explore colour and colour mixing. Music & Art	artists, sounds, inspire partnership, musicians aural, visual, senses	Music, Rhythm, Gesture, Mark Making, Listen, Respond	
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Continue to build understanding that sketchbooks are places for personal experimentation.	Collage with drawings to create invented forms. Combine with making if appropriate. Music & Art	imagination, abstract, express, feelings, quiet, focussed, loud, expressive.	Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed,	
	about great artists, architects and designers in history	Understand that the way each persons' sketchbook looks is unique to them.	Explore the qualities of different media. Music & Art		Line, Shape, Colour, Form, Texture, Balance,	

<p style="text-align: center;"><b>PAINTING</b> <b>Music &amp; Art</b> Explore how we can make art inspired by the sounds we hear.</p>	<p>Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design</p>	<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p>inventive, invented instruments / objects, 3D, sounds, interact</p>	<p>Scale, Devise, Invent, Combine, Express, Try, Explore,  Design Through Making, Construct, Fasten,</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. A</p>	<p>Make drawings inspired by sound</p>	<p>reflection, evaluation</p>	<p>Present, Share, Reflect, Discuss, Respond, Listen, Feedback,</p>	
					<p>Create final collaged drawings which explore composition</p>	

			<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>			
--	--	--	--	--	--	--

**Summer Term**

	to create sketch books to record their observations and use them to review and revisit ideas	Continue to build understanding that sketchbooks are places for personal experimentation.	<p>Work in sketchbooks to:</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. Develop mark making skills. Brainstorm animation ideas.</p>	inspired, artworks, creative response.	"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share,	
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand that the way each persons' sketchbook looks is unique to them	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	shapes, colour, simplify, elements, world positive, negative	Cut, Direct, Try, Explore, Test,	
	about great artists, architects and designers in history	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.	Explore colour and colour mixing	arrange, shapes, compositions build, imagery, layering	Colour, Shape, Elements, Composition, Arrange,	

**PRINTING AND  
COLLAGE**  
**Working with Shape  
and Colour**  
"Painting with Scissors": Collage and  
stencil in response to looking at artwork.

<p>Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design</p>		<p>Collage with drawings to create invented forms. Combine with making if appropriate.</p>	<p>collage, inspire, prints, layering</p>	<p>Negative, Positive, Shape.</p>	
	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape &amp; Colour</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape &amp; Colour</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective</p>	<p>reflection, evaluation</p>	<p>Photograph, Composition, Lighting, Focus,</p> <p>Present, Share, Reflect, Respond, Feedback,</p>	
	<p>Understand that primary colours can be mixed together to make secondary colours of different hues.</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. A</p>				
--	--	---	--	--	--	--



# Art

Year 4	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term</b>					
	to create sketch books to record their observations and use them to review and revisit ideas	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	artists, response, static, objects, still life.	Still Life, Genre, Traditional, Contemporary,  Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,  Light, Dark, Tone, Shadow, Colour, Hue, Tint,
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook	To use close observation and try different hues and tones to capture 3d form in 2 dimensions Exploring Still Life	still life, genre, history, present, relevant  comments, meaning, objects, portray	
	about great artists, architects and designers in history	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. 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	still life, creative, response, media: drawing, painting, collage, relief...  line, shape, colour, texture, form, meaning, explore, composition, foreground, background, negative space.	Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D,
	Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design	That still life is a genre which artists have enjoyed for hundreds of years., and which contemporary artists still explore today. Exploring Still Life	Use sketchbooks to:  Practise drawing skills. Exploring Still Life Make visual notes to record ideas and processes discovered through looking at other artists. Exploring Still Life  Test and experiment with materials. Exploring Still Life  Brainstorm pattern, colour, line and shape. Exploring Still Life	reflection, evaluation	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

## DRAWING AND PAINTING

### Exploring Still Life

Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.

	<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>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 &amp; perspective.</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>			
	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p>			

## Spring Term

<p><b>3D AND RELIEF Stick Transformation Project</b></p> <p>Explore how you can transform a familiar object into new and fun forms</p>	to create sketch books to record their observations and use them to review and revisit ideas	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	Use Design through Making philosophy to playfully construct towards a loose brief.	art, playful, fun	Design Through Making, Play, Explore, Experiment,  Fasten, Construct, Respond, Think  Form, Personality, Character, Material, Object, Sculpture
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand when we make sculpture by adding materials it is called Construction	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure	artists, creativity, imagination, look at the world in new ways, transform, materials  create, use, enjoy	Find, Imagine, Select, Discard, Edit,  Transform, Create  Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture  Test, Explore, Add,
	about great artists, architects and designers in history	<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.</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>	reflection, evaluation	<p>Present, Share, Reflect, Respond, Feedback</p> <p>Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>



	Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design				
<b>Summer Term</b>					
	to create sketch books to record their observations and use them to review and revisit ideas	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.	Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.  Or create a zine using similar methods.	artists, express, opinions, skills, speak, sectors of society.  activists, print, duplicate, distribute, message	Activism  Voice  Message  Community
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.	Use sketchbooks to:  Practise seeing negative and positive shapes. Activism Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?  Explore colour: make colours, collect colours, experiment with how colours work together.  Explore combinations and layering of media.  Explore combinations and layering of media.  Make visual notes to capture, consolidate and reflect upon the artists studied.	carefully chosen image, powerful, communicate, direct, crossing boundaries, language. activism, come together	Poster  Zine  Screenprinting

# PHOTOGRAPHY AND IT Activism

Explore how artists use their skills to speak on behalf of communities. Make art about things you care about

<p>about great artists, architects and designers in history</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p>	<p>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 &amp; perspective.</p>	<p>reflection, evaluation</p>	<p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>
---	---	---	-------------------------------	---

	<p>Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design</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</p>			
--	--	--	--	--	--



# Art

Year 5	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term</b>					
	to create sketch books to record their observations and use them to review and revisit ideas	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear.	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Exploring Identity	culture, background, experiences, passions, relate  identity, explore	Identity, Layer, Constructed,
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand that artists and designers add colour, texture, meaning and richness to our life.	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?		Portraiture
	about great artists, architects and designers in history	Look at the work of designers, artists, animators, architects.	Explore combinations and layering of media. Exploring Identity Develop Mark Making	techniques, imagery, complex, reflect, identities  viewers, 'read' imagery, understand, experience	Layering  Digital Art, Physical,
	Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design	Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.	Make visual notes to capture, consolidate and reflect upon the artists studied.	reflect, evaluation	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

**DRAWING**  
**Exploring Identity.**

Discover how artists use layers and juxtaposition to create artwork which explores identity.

	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid	Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.	
		Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity	
		<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>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	

**Spring Term**

<p style="text-align: center;"><b>PAINTING</b> <b>Expressive Painting.</b></p>	to create sketch books to record their observations and use them to review and revisit ideas	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.		expressive painting, mark making representational, abstract colour, intuitively, exploratory	Gesture, Gestural, Mark making, Loose, Evocative, Emotion,  Intention, Exploration, Reaction, Response  Personal, Imagination,  Energy, Impression, Colour, Life, Shape, Form, Texture, Line	
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Explore colour and colour mixing.	enjoyment, respond, paint and colour	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,	
	about great artists, architects and designers in history	Understand that the properties of the paint that you use, and how you use it, will affect your mark making.	Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.		Expressive paintings, representational, abstract.  mark making impasto, sgraffito, texture	Focus, Detail, Dissect, Imagine, Intention
	Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design	Understand that primary colours can be mixed together to make secondary colours of different hues.	Experiment with using home made tools.		enjoyment, respond, paint and colour	Still Life,  Line, Rhythm, Gesture, Mark  Composition, Positive shapes, Negative shapes  Balance,
	Understand the concept of still life.	Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.				

<p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p>			<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	<p>reflect, evaluation</p>	<p>Present, Share, Reflect, Discuss, Feedback,</p>
---	--	--	--	----------------------------	--

**Summer Term**

	<p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p>	<p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p>	<p>mindfulness</p>	<p>Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves</p> <p>Purpose, Decorative, Pleasing, Aesthetic,</p>
--	---	---	---	--------------------	--

	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.	Use sketchbooks to: Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists.	line, shape, colour, patterns.	Generate, Explore, Experiment,
	about great artists, architects and designers in history	Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern	Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape. Exploring Pattern	folding, cutting, collage, pattern. repeated patterns, products, outcomes.	Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange  Fold, Origami, Design,



# PRINTING AND COLLAGE

## Exploring Pattern.

Exploring how we can use colour, line and shape to create patterns, including repeating patterns

Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design

Look at the work of designers, artists, animators, architects.

Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.

Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").

Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.

Work collaboratively to present outcomes to others where appropriate. Present as a team.

Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pat

reflection

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,



# Art

Year 6	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term</b>					
<b>DRAWING AND</b>	To create sketch books to record their observations and use them to review and revisit ideas	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	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, energy, spirit	Landscape, Cityscape, Working from Life, Mixed Media,  Senses, SLandscape, Cityscape, Working from Life, Mixed Media,  Senses, Spirit, Energy, Capture, Composition, Format,  Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, pirit, Energy, Capture,
	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	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.	Use sketchbooks to: Explore mark making. Mixed Media Landscapes  Make visual notes to capture, consolidate and reflect upon the artists studied. Mixed Media Landscapes	work outside (plein air), senses	
	To learn about great artists, architects and designers in history	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	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.	transience- no 'end result'	
	Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design		Make visual notes to capture, consolidate and reflect upon the artists studied	experimentation, creative risks	

**PAINTING - Mixed Media Land and City Scapes**

			<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>	reflection, evaluation
Great artists and designers in history				
Create sketchbooks to record their observations and use them to review and revisit ideas				sharing, discoveries, inspirations

**Spring Term**

to create sketch books to record their observations and use them to review and revisit ideas	Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.	Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen	stimulus, starting point, results observational drawing, experimental mark making
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.	Practice observational drawing	stimulus, starting point, results. observational drawing, experimental mark making
about great artists, architects and designers in history	Understand the meaning of "Design through Making"	Explore mark making	stimulus, starting point, results observational drawing, experimental mark making

**3D and Relief - Making Mythical Creatures ( Using Access Art 'Making Birds' and 'Flying Minpin Birds' resource)**

<p>Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design</p>	<p>Understand collage is the art of using elements of paper to make images.</p>	<p>Use a combination of two or more materials to make sculpture.</p>	<p>relationship, drawing &amp; making transform, 2d, 3d</p>	
	<p>Understand we can create our own papers with which to collage</p>	<p>Use construction methods to build.</p>	<p>relationship, drawing &amp; making. transform, 2d, 3d</p>	
	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p>	<p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy</p>	<p>collaboration, individual results, whole artwork</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>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p>		<p>Lines, Shapes, Mark Making, Texture</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> <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>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, ColoObservation, Close study,</p> <p>Blending, Texture</p> <p>Explore, Discover Transform,</p> <p>Fold</p> <p>Tear</p> <p>Crumple</p> <p>Collage Sculpture, Structure, Balance</p> <p>Texture, Personality, Character,</p> <p>Installation</p> <p>Flock</p> <p>Collaboration</p>

					Present, Reflect, Share, Discussed pencil,
<b>Summer Term</b>					
<b>PHOTOGRAPHY GRAPHIC DESIGN AND IT (SUPPORTING ENTERPRISE PROJECT)</b> <b>2D Drawing to 3D Making</b> <b>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome</b>	to create sketch books to record their observations and use them to review and revisit ideas	Understand that there is often a close relationship between drawing and making.	Explore using negative and positive space to "see" and draw a simple element/object.	relationship, drawing, making manipulation, 2D, 3D	2D Drawing
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand that we can transform 2d drawings into 3d objects.	Use the grid system to scale up the image above, transferring the image onto card.	relationship, drawing, making manipulation, 2D, 3D	3D Object
	about great artists, architects and designers in history	Understand that there are technical processes we can use to help us see, draw and scale up our work such as the grid method	Use collage to add tonal marks to the "flat image".	methods, negative space manipulation, 2D, 3D	
	Develop techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design	Understand that graphic designers use typography and image to create packaging which we aspire to use.	Use sketchbooks to:  Practise seeing negative and positive shapes.  Using the grid method to scale up an image.		Packaging Negative space  Grid method  Scaling up
			Develop Mark Making.	transform, 2D, line, mark making, value, shape, colour, pattern, composition  challenge, 2D, 3D, invention, logic	Net, Typography, Graphic Design
			Make visual notes to capture, consolidate and reflect upon the artists studied.	reflection, evaluation	Collage
					Structure
					Balance
					Present, Share, Reflect, Respond,