

Art Curriculum

Intent:

With these aspirations, our INTENT for the ART curriculum is for pupils to:

Gain important knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Teach children to become proficient in drawing, painting, sculpture and other art, craft and design techniques

Develop skills that allow children to evaluate and analyse creative works using the language of art, craft and design

Produce creative work, explore their ideas and record their experiences

Create opportunities so that each child can find the thing which strikes a chord with them

Become resilient and develop a love of the discipline

Implementation

Planning

At Southway Junior school, we follow the resources and planning from Access Art, which was created to support teachers to give children the best possible art education. This focus on the 'journey' of a piece of art helps children see that the process is as important as the outcome. The curriculum enables all children to have access to a range of artists and craftspeople from a range of backgrounds and cultures both modern and historical. The curriculum is knowledge-rich, and pupils learn a wide range of skills, developing understanding and showing clear progression. For example, drawing in sketchbooks is completed at the start of each year in Autumn term. Drawing and mark making in the year 3 unit 'Gestural drawing' is then revisited in year 5 in 'Typography and maps' and year 6 'Exploring identity'. Our Curriculum develops knowledge in drawing and sketchbooks, sculpture and 3D, paint, colour and collage and paint, surface and texture. The role of artists/designers and the use of sketchbooks in the creative process is taught throughout. The curriculum supports children in making connections and builds upon prior substantive and disciplinary concepts. We offer a creative club and drawing club for children and we hold an annual photography competition in school each year.

Recording

At Southway, children record their ideas in a sketch book. The recording of art in sketchbooks enables children to be analytical, creative and therefore provide a thought-provoking process leading to exciting outcomes. Children's work is shared and celebrated consistently throughout the school through high quality displays and open afternoons exhibitions, including a photography competition.

Assessment

Assessment is ongoing and formative, embedded within teaching. Teachers assess pupils' understanding and skills through observation, questioning, and discussion during lessons. Retrieval activities, such as revisiting prior techniques or vocabulary, help consolidate learning and inform next steps. Lessons are adapted based on pupils' responses and progress, ensuring all children can access and develop key artistic concepts. At the end of each unit, children often have the opportunity to evaluate their own work and their peers through self and peer assessment. This enables children to reflect and learn from experiences, whilst also informing teachers of their understanding.

KS1

Medium Term Plans and units of work make links with previously taught knowledge (PK), including what was taught in KS1 and EYFS. Planning documentation notes where prior learning has been taught in KS1 (e.g. for Exploring Pattern in Year 4, in KS1 the children were taught some relatable knowledge in year 2, where they used and understood the colour wheel. Staff are knowledgeable of key vocabulary outcomes from KS1, which they revisit in lessons.

SEND

At Southway, adaptations for children are guided by the West Sussex Ordinarily Available Inclusive Practice (OAIP) framework. Within the art curriculum, this means providing flexible approaches that allow children to express creativity in ways that suit their individual strengths and needs. For example, pupils may benefit from alternative materials, adjusted tools (such as ergonomic brushes or tactile resources), and visual or sensory supports to aid understanding and engagement. Teachers are encouraged to use multi-sensory teaching methods, scaffold tasks with clear, step-by-step instructions, and offer choice and autonomy in how pupils respond to creative challenges. These inclusive strategies help foster confidence, self-expression, and a sense of achievement for all learners in the art classroom.

Impact

By the end of their time at Southway children will be able to:

- ✓ Use sketch books to explore and develop a mastery of knowledge and skills, including recording their observations and use them to review and revisit ideas;
- ✓ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay);
- ✓ Describe and talk about the work of some great artists, architects and designers.
- ✓ Talk about their enjoyment of the discipline

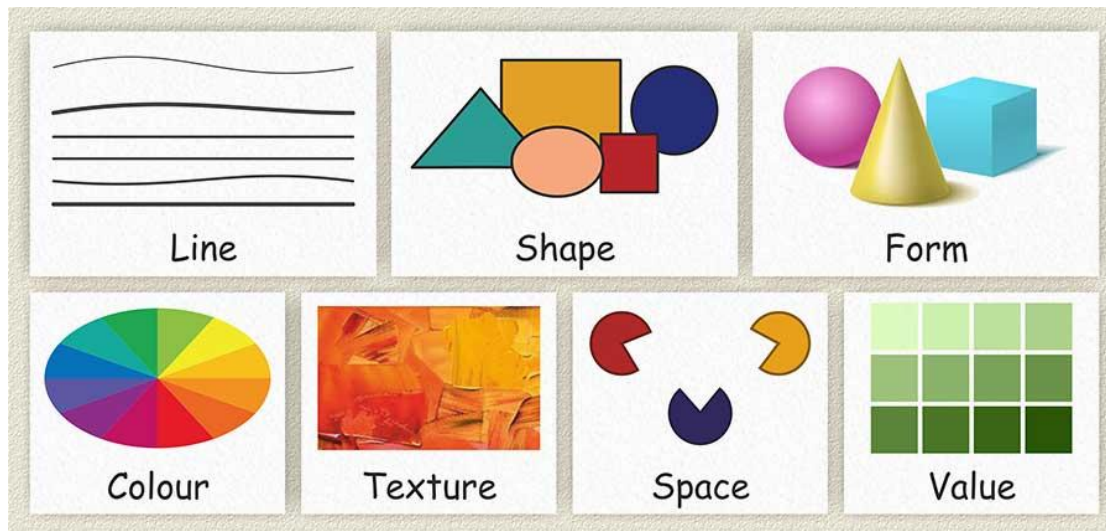
Art Curriculum

Substantive Concepts

- **Elements of Art:** Line, Shape, Colour, Form, Texture, Value, and Space
- **Colour Theory:** Mixing primary/secondary, creating tints, tones, shades; warm/cool colours
- **Techniques & Media:** Drawing, Painting, Printing and Sculpture
- **Art History & Context:** recognising artists and understanding art
- **Principles of Art:** Balance, Contrast, Emphasis, Pattern, Rhythm, Variety, and Unity

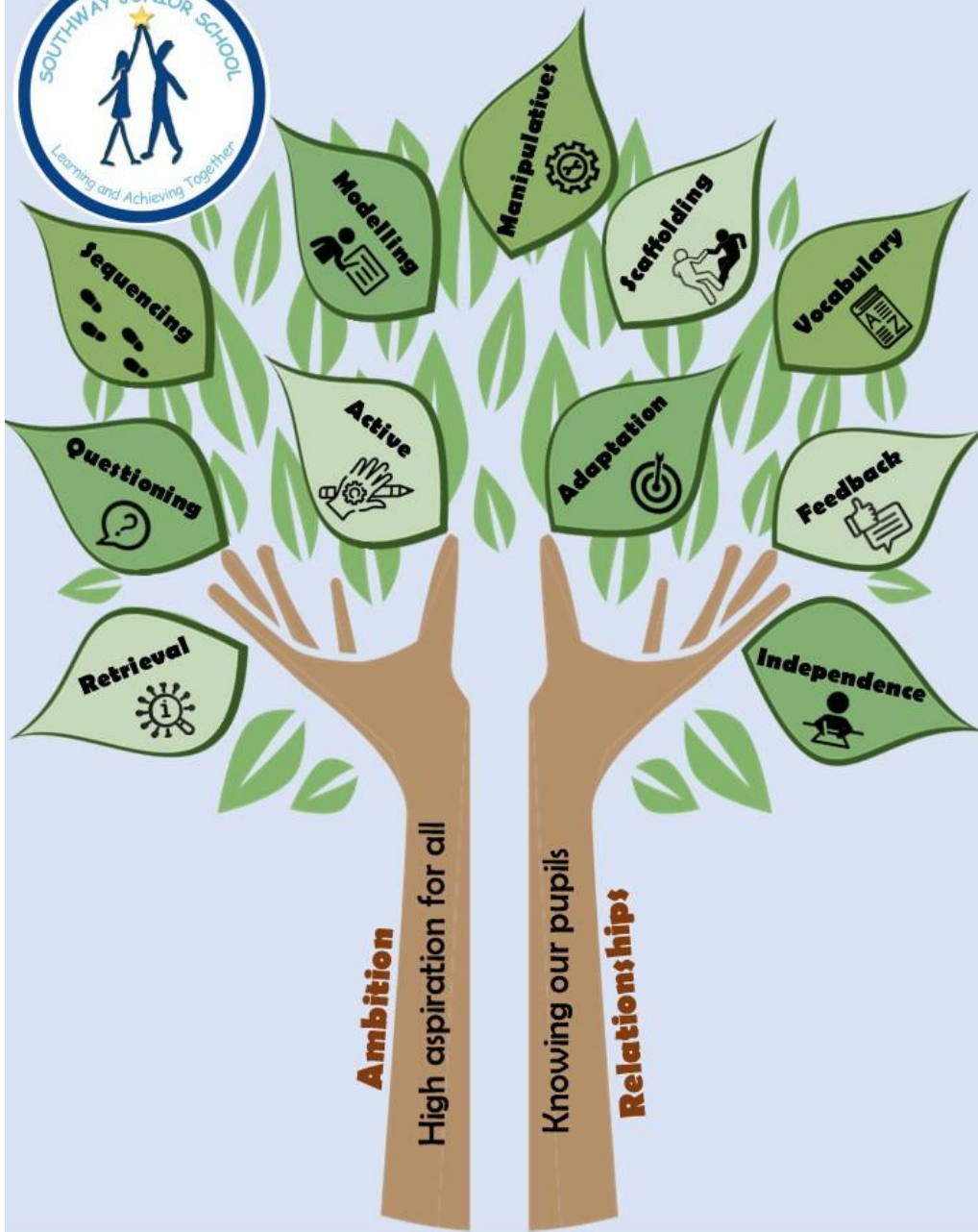
Disciplinary Concepts

- **Sketchbook Development**
- **Experimental Application**
- **Critical Analysis**
- **Purposeful Creation**
- **Refining & Modifying**



Access Art Overarching Themes

- **Drawing**
- **Sketchbook**
- **Printmaking**
- **Painting**
- **Collage**
- **Making**
- **Purpose / Visual Literacy / Articulation**



Ambition - high aspiration for all...

Relationships - knowing our pupils...

Sequencing Carefully planned, building on prior learning towards endpoints

Retrieval Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

Modelling - Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

Vocabulary - Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

Questioning Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

Small Steps Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

Adaptation Adjusting to meet needs...

Active Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

Hands-on Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts

Scaffolding Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)

Independence Time given for practice to develop confidence in knowledge and skills

Feedback Giving advice and celebrating success... praise is specific and targeted
Encourage reflection and monitor progress and adapt.



ART curriculum map

| Year group | Autumn | Spring | Summer |
|------------|--|--|---|
| 3 | <p>Drawing and Sketchbooks – <u>Gestural Drawing with Charcoal</u></p> <p>Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?</p> <p><i>Great artists: Laura Mckendry, Edgar Degas</i></p> | <p>Print, colour and collage – <u>Working with Shape and Colour</u></p> <p>Enquiry Question: How can we make our own creative response to an original artwork, using line, shape and colour?</p> <p><i>Great artists: Henry Matisse</i></p> | <p>Working in three dimensions- <u>Making Animated Drawings</u></p> <p>Enquiry Question: How can we create drawings that move (digitally or physically)? How can we introduce narrative into our work?</p> <p>Great artists:</p> |
| 4 | <p>Drawing and Sketchbooks - <u>Storytelling Through Drawing</u></p> <p>Enquiry Question: How can we create visual narratives inspired by poetry or prose?</p> <p><i>Great artists: Shaun Tan, Laura Carlin</i></p> | <p>Print, colour and collage - <u>Exploring Pattern</u></p> <p>Enquiry Question: How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?</p> <p><i>Great artists: Shaheen Ahmed, Sol Lewitt</i></p> | <p>Working in three dimensions <u>The Art of Display</u></p> <p>Enquiry Question: How does the way my work is presented, change how I and others view it?</p> <p>Great artists:</p> |
| 5 | <p>Drawing and Sketchbooks <u>Typography + Maps</u></p> <p>Enquiry Question: How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</p> <p><i>Great artists: Louise Fili</i></p> | <p>Working in three dimensions <u>Architecture: Dream Big or Small?</u></p> <p>Enquiry Question: What is our responsibility as an architect? How can we make a better world?</p> <p>Great artists: Shoreditch sketcher?</p> | <p>Paint, surface, texture – <u>Mixed Media Land & City Scapes</u></p> <p>Enquiry Question: How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?</p> <p>Great artists:</p> |
| 6 | <p>Drawing and Sketchbooks - <u>2D Drawing to 3D Making</u></p> <p>Enquiry Question: How can we transform 2d drawings into 3d objects?</p> <p><i>Great artist: Lubaina Himid</i></p> | <p>Paint, surface, texture <u>Exploring Identity</u></p> <p>Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?</p> <p><i>Great artists: Njideka Akunyili Crosby</i></p> | <p>Working in three dimensions <u>Brave colour</u></p> <p>Enquiry Question: How can we create imaginative, immersive environments which enable viewers to engage with colour in a physical way?</p> <p>Great artists:</p> |

| Year group | Autumn | Spring | Summer |
|------------|---|---|---|
| Year 3 | <p>Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?</p> <ol style="list-style-type: none"> 1. Identify the properties of charcoal and artists who use it in their work. 2. Discover the different things that I can do with charcoal through gestural mark making. 3. Remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page. 4. Create dynamic, atmospheric gestural drawings with charcoal. 5. Create dynamic, atmospheric gestural drawings with charcoal. 6. Display the work made through the half term and reflect on the outcomes. <p><i>Great Artists: Laura Mckendry, Edgar Degas</i></p> | <p>Enquiry Question: How can we make our own creative response to an original artwork, using line, shape and colour?</p> <ol style="list-style-type: none"> 1. Explore historical artwork through looking, talking and drawing. 2. Use collage to explore the elements of a work of art. 3. Develop my collaging skills thinking about colour, shapes, and composition. 4. Work into my collages to create definition and dimension. 5. Work into my collages to create definition and dimension. 6. Display the work made through the half term and reflect on the outcomes. <p><i>Great Artists: Henry Matisse</i></p> | <p>Enquiry Question: How can we create drawings that move (digitally or physically)? How can we introduce narrative into our work? TBC</p> <ol style="list-style-type: none"> 1. Identify how drawing can be used to animate and to practice my drawing skills. 2. Find out how puppets are used in animation and to think about how a puppet might make simple movements. 3. Make my own moveable drawings. 4. Make my own moveable drawings. 5. Make my own moveable drawings. 6. Display the work made and reflect on the outcome <p><i>Great Artists:</i></p> |
| Year 4 | <p>Enquiry Question: How can we create visual narratives inspired by poetry or prose?</p> <ol style="list-style-type: none"> 1. Explore the work of artists who tell stories through imagery. 2. Use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing. 3. Create a finished piece which contains sequenced images to describe a narrative. 4. Create a finished piece which contains sequenced images to describe a narrative. 5. Create a finished piece which contains sequenced images to describe a narrative. | <p>Enquiry Question: How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?</p> <ol style="list-style-type: none"> 1. Expand what drawing and pattern can be by making a sensory drawing. 2. Devise my own rules to help with making a drawing? 3. Design my own pattern thinking about colour, composition, and shape. 4. Design my own pattern thinking about colour, composition, and shape. 5. Design my own pattern thinking about colour, composition, and shape. | <p>Enquiry Question: How does the way my work is presented, change how I and others view it? TBC</p> <ol style="list-style-type: none"> 1. Consider how the way I present my work can change the meaning of the work or how others see it. 2. Make a distinction between 'audience' and 'art' by creating a short-term construction of a figurative sketch. 3. Consider how the context and presentation of my artwork can help to define it. 4. Consider how the context and presentation of my artwork can help to define it. 5. Consider how the context and presentation of my artwork can help to define it. |

| | | | |
|---------------|--|--|---|
| | <p>6. Display the work made through the half term and reflect on the outcomes.</p> <p>Great Artists: <i>Shaun Tan, Laura Carlin</i></p> | <p>6. Display the work made through the half term and reflect on the outcomes.</p> <p>Great Artists: <i>Shaheen Ahmed, Sol Lewitt</i></p> | <p>6. Display the work made through the half term and reflect on the outcomes.</p> <p>Great Artists:</p> |
| <p>Year 5</p> | <p>Enquiry Question: How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</p> <ol style="list-style-type: none"> 1. Understand how typography can be used creatively to communicate thoughts and ideas. 2. Create my own typeface inspired by my own interests. 3. Make my drawings strong and powerful. 4. Apply my new typography skills and my powerful drawings skills to make a visual map. 5. Apply my new typography skills and my powerful drawings skills to make a visual map. 6. Display the work made through the half term and reflect on the outcomes. <p>Great Artists: <i>Louise Fili</i></p> | <p>Enquiry Question: What is our responsibility as an architect? How can we make a better world?</p> <ol style="list-style-type: none"> 1. Discuss the role and responsibilities involved in being an architect. 2. Discover the form and structures architects might use through careful looking and drawing. 3. Make an architectural model of a home. 4. Make an architectural model of a home. 5. Make an architectural model of a home. 6. Display the work made through the half term and reflect on the outcomes. <p>Great Artists: <i>Shoreditch sketcher?</i></p> | <p>Enquiry Question: How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes? TBC</p> <ol style="list-style-type: none"> 1. Understand that artists often work outside, finding inspiration from the land and city scapes. 2. Extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting. 3. Create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment. 4. Create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment. 5. Create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment. 6. Display the work made through the half term and reflect on the outcomes. <p>Great Artists:</p> |

Year 6

Enquiry Question: How can we transform 2d drawings into 3d objects?

1. Research an artist who transforms 2D drawings into 3D objects.
2. Use negative space and grid method to support seeing and drawing.
3. Use negative space and grid method to support seeing and drawing.
4. Understand how to add texture and form to simple outline shapes.
5. Understand that structure and balance can make a 2D drawing become a 3D object.
6. To display the work made through the half term and reflect on the outcomes.

Great Artists: *Lubaina Himid*

Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?

1. Research an artist who explores their identity within their art.
2. Explore intuitive observational drawing.
3. Create a layered portrait to explore aspects of my identity.
4. Create a layered portrait to explore aspects of my identity
5. Create a layered portrait to explore aspects of my identity
6. To display the work made through the half term and reflect on the outcomes.

Great Artists: *Njideka Akunyili Crosby*

Enquiry Question: How can we create imaginative, immersive environments which enable viewers to engage with colour in a physical way? **TBC**

1. To understand that a sketchbook can be used to record ideas and discover materials.
2. To identify that we can react emotionally to colour.
3. To understand that artists find inspiration for artwork from their responses to colour.
4. To become familiar with what installation art is.
5. To identify and explore individual responses to colour
6. To engage with colour in an intuitive and physical way.

Great Artists:

Gestural drawing

Working with shape and colour

Using Natural materials

| Year 3 | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | www.accessart.org.uk | |
|---|--|--|-------------------------------------|--|---|--|
| Drawing | Sketchbooks | Printmaking | Painting | Collage | Making | Purpose/Visual Literacy/Articulation |
| <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> | <p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each person’s 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> | <p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape & 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 & Colour</p> | | <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour</p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour</p> | <p>Understand that articulated drawings can be animated. Animated Drawings</p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings</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. All Pathways for Year 3</p> |
| <p>Understand that animators make drawings that move.</p> | <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal Gestural Drawing with 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. Gestural Drawing with Charcoal Working with Shape & Colour Animated Drawings</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. Working with Shape & Colour</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>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings</p> | <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Animated Drawings</p> <p>Brainstorm animation ideas. Working with Shape & Colour Animated Drawings</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 & perspective. All Pathways for Year 3</p> |

Storytelling

Exploring pattern

Art of display

| Year 4 | Purple = Substantive Knowledge | Green = Implicit Knowledge / Skills | www.accessart.org.uk | |
|---|---|-------------------------------------|---|---|
| Drawing | Sketchbooks | Painting | Making | Purpose/Visual Literacy/Articulation |
| <p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</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. Exploring Pattern</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern</p> | <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> | | <p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display</p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display</p> <p>To understand that sometimes people themselves can be the object, as in performance art. Art of Display</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>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern</p> | <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Pattern</p> <p>Make visual notes to record</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. Art of Display</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> |
| <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. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</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. Storytelling Through Drawing</p> | <p>ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Art of Display</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Pattern</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern</p> <p>Brainstorm and explore ideas relating to performance art. Art of Display</p> <p>Reflect. Storytelling Through Drawing Exploring Pattern</p> | | <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. Art of Display</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display</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 & perspective. All Pathways for Year 4</p> |

Typography
Architecture
Mixed media

| Year 5 | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | www.accessart.org.uk | |
|--|---|-------------|---|---|--|
| Drawing | Sketchbooks | Printmaking | Painting | Making | Purpose/Visual Literacy/Articulation |
| <p>Understand that designers create fonts and work with Typography. Typography & Maps</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 & Maps</p> | <p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Mixed Media Landscapes</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Mixed Media Landscapes Architecture: Big or Small</p> | | <p>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</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. Mixed Media Landscapes</p> | <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p> | <p>Look at the work of designers, artists, animators, architects.</p> <p>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 we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</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 & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</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 & Maps</p> | <p>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. Architecture: Big or Small Fashion Design</p> <p>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. Mixed Media Landscapes</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 & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p> | |

2D to 3D

Exploring identity

Brave colour

| Year 6 | | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | www.accessart.org.uk |
|--|---|--|---|--|---|--|
| Drawing | | Sketchbooks | Printmaking | Painting | Making | Purpose/Visual Literacy/Articulation |
| Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D | Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Using the grid method to scale up an image. 2D to 2D | 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 | Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function. | Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour | Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity | Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. |
| Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D | Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Exploring Identity | share your voice and passion with the world. Exploring Identity | Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, | Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity . Brave 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. All Pathways for Year 6 |
| Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D | Explore colour: make colours, collect colours, experiment with how colours work together. Brave Colour | | experience, culture and personality. Exploring Identity | Use the device of scaled model to imagine what your installation might be, working in respond to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Brave Colour | | 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. |
| Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D | Explore combinations and layering of media. Exploring Identity | | Make independent decisions as to which | Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour | | 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. |
| Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D | Develop Mark Making 2D to 2D Exploring Identity | | materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity | | | 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 6 |
| Use collage to add tonal marks to the "flat image". 2D to 2D | Make visual notes to capture, consolidate and reflect upon the artists studied 2D to 2D Exploring Identity Brave Colour | | | | | |

Vocabulary Progression – **Need to check against planning delete the ones not used**

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| <p>Year 3</p> | <p>Gestural Drawings with Charcoal: Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.</p> <p>Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p> <p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.</p> <p>Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,</p> <p>Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p> <p>Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback</p> | <p>Working with Shape & Colour: “Show Me What You See”, Response, Sketch, Note, Line, Shape, Capture, Share</p> <p>Cut, Direct, Try, Explore, Test,</p> <p>Colour, Shape, Elements, Composition, Arrange</p> <p>Negative, Positive, Shape</p> <p>Photograph, Composition, Lighting, Focus,</p> <p>Present, Share, Reflect, Respond, Feedback</p> | <p>Making Animated Drawings: Animate, Animation, Animator,</p> <p>Character, Movement, Pose, Action, Gesture, Intention</p> <p>Background, Foreground,</p> <p>Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback,</p> <p>Film, Focus, Lighting, Stage, Arena,</p> |
| <p>Year 4</p> | <p>Storytelling Through Drawing: Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p> <p>Poetry, Prose, Stage, Arrange</p> <p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</p> <p>Composition, Sequencing, Visual Literacy, Narrative</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | <p>Exploring Pattern: Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves</p> <p>Purpose, Decorative, Pleasing, Aesthetic,</p> <p>Generate, Explore, Experiment,</p> <p>Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange</p> <p>Fold, Origami, Design,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | <p>The Art of Display: Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object</p> <p>Figurative, Clay, 3d Sketches, Empathy, Position, Character,</p> <p>Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition</p> <p>Performance, Artist / Performer,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> |
| <p>Year 5</p> | <p>Typography & Maps: Typography, Lettering, Graphics, Design,</p> <p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | <p>Land and City Scapes: Landscape, Cityscape, Working from Life, Mixed Media,</p> <p>Senses, Spirit, Energy, Capture,</p> <p>Composition, Format</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | <p>Architecture Dream Big or Small: Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,</p> <p>Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location</p> <p>Design through Making, Model, Maquette,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> |

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| <p style="text-align: center; font-size: 2em; font-weight: bold;">Year 6</p> | <p>2D Drawing to 3D Making: 2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space</p> <p>Grid method</p> <p>Scaling up</p> <p>Net, Typography, Graphic Design</p> <p>Collage</p> <p>Structure</p> <p>Balance</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | <p>Activism: Activism</p> <p>Voice</p> <p>Message</p> <p>Community</p> <p>Poster</p> <p>Zine</p> <p>Screenprinting</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> | <p>Brave Colour: Sketchbook</p> <p>Visual notes</p> <p>Colour</p> <p>Installation Art, Immersive, Participate, Context, Environment, Viewer,</p> <p>Light, Colour, Form, Structure, Sound, Senses, Sculptural installation</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> |
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