Curriculum aims

By the end of EYFS, children at Fairfield Road will be able to reach the Early Learning Goal for 'Creating with Materials' by being able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

By the end of KS1, children at Fairfield Road will be able to:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Study 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

By the end of KS2, children at Fairfield Road will be able to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Create sketch books to record 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.
- Know about great artists, architects and designers in history

Blue = Substantive Knowledge **Green** = Implicit Knowledge / Skills

Nursery: Jackson Pollock

Drawing	Printmaking	Painting	Making	Purpose/ Visual Literacy/ Articulation
Understand drawing is a physical activity. (*Squiggle) Understand that drawing leaves a mark behind. (*Squiggle) Understand that meaning can be given to the marks we make. (*Squiggle) Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. (*Squiggle) Use colour (chalks, pencils, felt tips) intuitively to develop staright line and zig zag mark making. (*Squiggle)	Understand we can use a variety of vegetables, holding them in a variety of ways to make marks. Potato, carrot, parsnip etc (*Exploring Painting)	Understand we can use a variety of brushes, sponges and vegetables (see printing) holding them in a variety of ways to make marks. (*Exploring Painting) Paint without a fixed image of what you are painting in mind. (*Exploring Painting)	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. (*Plasticine Farm Animals) Use a combination of two or more materials to make sculpture, e.g. playdough and feathers for a chicken, playdough and pipe cleaner curly tail for a pig (*Plasticine Farm Animals) Work in a playful, exploratory way, responding to a simple model created by an adult to take inspiration from (*Plasticine Farm Animals)	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. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well").

Nursery Vocabulary

Squiggle: Straight Line, Zig zag, Small, Big, Top, Bottom, Side to side, Up, Down, Left, Right, Chalk, Pen, Pencil, Felt tip, Paper, Pattern, Drawing, Write, Mark make

Exploring Painting: Paint, Brush, Sponge, Potato, Carrot, Mark making, Colours, Red, Orange, Yellow, Green, Blue, Purple, Pink, Black, White, Brown, Mix, Explore, Discover

Plasticine Farm Animals: Sculpture, model, 3D, Squish, Press, Pinch, Squeeze, Roll, Join, Tools

Reception: Vincent Van Gogh

Drawing	Printmaking	Painting	Making	Purpose/ Visual Literacy/ Articulation

Understand that drawing leaves a mark behind. (*Self portraits) Understand that lines can be used to enclose a space. (*Self portraits, Sunflowers) Understand that meaning can be given to the marks we make. (*Self portraits, Sunflowers) Understand that we can represent ourselves and family members in our drawings. (*Self portraits) Understand that we can represent the world around us in our drawings. (*Sunflowers) Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder (*Self portraits) Represent body parts in drawings of ourselves, including head, facial features, neck, body, arms and legs (*Self portraits) Use nature as a stimulus for observational drawing (*Sunflowers		Understand we can use a variety of brushes, holding them in a variety of ways to make marks. (*Sunflowers) Paint with a fixed image of what you are painting in mind- recreate Van Gogh's Sunflowers. (*Exploring Painting)	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. (*Junk Modelling Boats) Use a combination of two or more materials to make sculpture. (*Junk Modelling Boats) Use construction methods to build. (*Junk Modelling Boats)	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. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Some children may feel able to share their response about classmates work.

Reception Vocabulary

Self Portraits: Line, Circle, Small, Big, Face, Eyes, Ears, Nose, Mouth, Hair, Neck, Body, Arms, Legs, Chalk, Pen, Pencil, Felt tip, Oil Pastel, Paper, Dark, Light, Mark Making, Colour, Observation, Careful Looking, Drawing, Reflect, Discuss, Share, Think

Sunflowers: Paint, Brush, Wet, Dry, Mark making, Primary colours, secondary colours, Colour mixing, Stroke, Wipe, Drip, Careful looking, Happy Accident, Explore, Discover, See, Reflect, Share, Discuss

Junk Modelling Boats: Sculpture, Join, Attach, Cover, Decorate, 3D, Playful Making, Explore, Construction, Materials, Invent, Imagine,

Year 1: Kandinsky						
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/ Visual Literacy/ Articulation
Understand drawing is a physical activity. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. (*Spirals) Use colour (pastels, chalks) intuitively to develop spiral drawings. (*Spirals)	Understand that a sketchbook is owned by the pupil for experimentation and exploration. Make a simple elastic band sketchbook. Personalise it. (*Spirals) Use sketchbooks to: Develop experience of primary and secondary colours (*Spirals,Exploring Watercolours) Practice observational drawing (*Spirals) Explore mark making (*Spirals, Exploring Watercolour)		Understand watercolour is a media which uses water and pigment. (*Exploring Watercolour) Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. (*Exploring Watercolour) Explore watercolour in an intuitive way to build understanding of the properties of the medium. (*Exploring Watercolour) Paint without a fixed image of what you are painting in mind. (*Exploring Watercolour) Respond to your painting, and try to "imagine" an image within. (*Exploring Watercolour) Work back into your painting with paint, pen or coloured pencil to develop the imaginative	Collage with painted papers exploring colour, shape and composition. (*Simple Printmaking)	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. (*Playful Making) Understand the meaning of "Design through Making" (*Playful Making) Use a combination of two or more materials to make sculpture. (*Playful Making) Use construction methods to build. (*Playful Making) Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. (*Playful Making)	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. Reflect upon the artists' work, and share your response verbally ("I liked…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Some children may feel able to share their response about classmates work.

			imagery. (*Exploring Watercolour)			

Year 1 Vocabulary

Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think

Exploring Watercolour: Watercolour, Brush Wash, Wet-on-dry, Wet-on-wet, Mark making, Primary colours, Secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale, Reflect, Share, Discuss

Playful Making: Sculpture, Sculptor, Three Dimensions, Respond, Response, Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance Reflect, Share, Discuss

Year 2: Andy Goldsworthy

Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/ Visual Literacy/ Articulation
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. (*Explore & Draw) Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. (*Explore & Draw) Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. (*Explore & Draw)	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. (*Explore & Draw)	Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. (*Explore Through Monoprint) Transfer the skills learnt		Understand that we can combine collage with other disciplines such as drawing, printmaking and making. (*Explore & Draw) Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged	Understand the role of an architect. (*Be an Architect) Understand when we make sculpture by adding materials it is called Construction. (*Be an Architect) Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building,	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.

Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. (*Explore & Draw, Be an Architect) Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. (*Explore & Draw, Explore Through Monoprint) Create final collaged drawings (see "collage") which explore composition. (*Explore & Draw)	Work in sketchbooks to: Explore the qualities of different media. (*Explore & Draw, Explore Through Monoprint, Be an Architect) Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. (*Explore & Draw Explore Through Monoprint) Make visual notes about artists studied. (*Explore & Draw, Explore Through Monoprint, Be an Architect)	in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. (*Explore Through Monoprint)		sheet. (*Explore & Draw) Collage with drawings to create invented forms. Combine with making if appropriate. (*Explore & Draw)	considering shape, form, colour, and perspective. Consider interior and exterior. (*Be an Architect) Use Design through Making philosophy to playfully construct towards a loose brief. (*Be an Architect)	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…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.
Year 2 Vocabulary **Explore and Draw:** Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback						

Explore through Monoprint: Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover Present, Reflect, Discuss, Share, Feedback

Be an Architect: Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three-Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective

Year 3: L. S. Lowry

Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/ Visual Literacy/ Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. (*Gestural Drawing with Charcoal) Understand charcoal and earth pigment were our first drawing tools as humans. (*Gestural Drawing with Charcoal) Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. (*Gestural Drawing with Charcoal)	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons’ sketchbook looks is unique to them. Work in sketchbooks to: Explore the qualities of charcoal. (*Gestural Drawing with Charcoal) Make visual notes using a variety of media using the “Show Me What You	Understand that screen prints are made by forcing ink over a stencil. (*Working with Shape & Colour) Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. (*Working with Shape & Colour) Use mono print or screen print over collaged work to make a creative response to an original artwork.	Understand that we can create imagery using natural pigments and light. (*Telling Stories) Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). (*Telling Stories)	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. (*Working with Shape & Colour) Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. (*Telling Stories) Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). (*Telling Stories) That clay and Modroc are soft materials which finally dry/set hard. (*Telling Stories) An armature is an interior framework which support a	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Understand that animators make drawings that move. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. (*Gestural Drawing with Charcoal) Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). (*Gestural Drawing with Charcoal) Option to explore making gestural drawings with charcoal using the whole body (link to dance). (*Gestural Drawing with Charcoal)	See" technique when looking at other artists work to help consolidate learning and make the experience your own. (*Gestural Drawing with Charcoal Working with Shape & Colour, Telling Stories) Develop mark making skills. (*Gestural Drawing with Charcoal Working with Shape & Colour, Telling Stories) Brainstorm animation ideas. (*Working with Shape & Colour)	Consider use of layers to develop meaning. (*Working with Shape & Colour)		negative shapes, line, colour and composition. (*Working with Shape & Colour)	sculpture. (*Telling Stories) Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. (*Telling Stories) Make an armature to support the sculpture. (*Telling Stories)	Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might...). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. 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.

Year 3 Vocabulary

<u>Gestural Drawing with Charcoal:</u> Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback

Working with Shape and Colour: "Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape, Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback

Telling Stories: Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention

Year 4: Antony Gormley

Drawing	Sketchbooks	Painting	Making	Purpose/ Visual Literacy/ Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. (*Storytelling Through Drawing) Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. (*Storytelling Through Drawing) Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. (*Storytelling Through Drawing) Use a variety of drawing media including charcoal, graphite, wax resist, and watercolour to make observational and experimental	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. (*All Pathways for Year 4) Use sketchbooks to: Practise drawing skills. (*Storytelling Through Drawing, Exploring Still Life) Make visual notes to record ideas and processes discovered through looking at other artists. (*Storytelling Through Drawing, Exploring Still Life, Art of Display) Test and experiment with materials. (*Storytelling Through Drawing, Exploring Still Life) Brainstorm pattern, colour, line and shape. (*Exploring Still Life)	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. (*Exploring Still Life) That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. (*Exploring Still Life) To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. (*Exploring Still Life) To use close observation and try different hues and tones	Understand that a plinth is a device for establishing the importance or context of a sculptural object. (*Art of Display) Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. (*Art of Display) To understand that sometimes people themselves can be the object, as in performance art. (*Art of Display) 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)	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. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. (*All Pathways for Year 4) Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any 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.

drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. (*Storytelling Through Drawing)	Brainstorm and explore ideas relating to performance art. (*Art of Display) Reflect. (*Storytelling Through Drawing, Exploring Still Life, Art of Display)	to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). (*Exploring Still Life) Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. (*Exploring Still Life)	To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. (*Art of Display) To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric. (*Art of Display)	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. (*All Pathways for Year 4)

Year 4 Vocabulary:

Storytelling Through Drawing: Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Exploring Still Life: Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Art of Display: Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Year 5: Reg Gardner

Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/ Visual Literacy/ Articulation
Understand that designers create fonts and work with Typography. (*Typography & Maps)	Use sketchbooks to: Explore mark making. (*Typography & Maps, Mixed Media Landscapes)		Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the	Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcome of different artists, using visual

Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. (*Typography & Maps) Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. (*Typography & Maps) Draw over maps/existing marks to explore how you can make mark making more visually powerful. (*Typography & Maps) Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. (*Typography & Maps)	Make visual notes to capture, consolidate and reflect upon the artists studied. (*Typography & Maps, Mixed Media Landscapes, Architecture: Big or Small) 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) 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)		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 Landscapes)	world for the better. (*Architecture: Big or Small) 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)	notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. (*All Pathways for Year 5) Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? (*All Pathways for Year 5)

Year 5 Vocabulary:

Typography and Maps: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Mixed Media Landscapes: Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Architecture Dream Big or Small:
Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location, Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Year 6: Luba Lukova

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 3D) Understand that graphic designers use typography and image to create packaging which we aspire to use. (*2D to 3D) Understand that there are technical processes we can use to help us see, draw and scale up our work. (*2D to 3D) Explore using negative and positive space to "see" and draw a simple	Use sketchbooks to: Practise seeing negative and positive shapes. (*2D to 3D, Activism) Using the grid method to scale up an image. (*2D to 3D, 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? (*Activism) Explore colour: make colours, collect colours, experiment with how colours work together. (*Activism, Brave Colour)	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. (*Activism) Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. (*Activism)		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 artists and designers add colour, texture, meaning and richness to our life. (*Brave Colour) 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	Look at the work of designers, artists, art activists, installation artists, and raftspeople. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. 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

element/object. (*2D to 3D) Use the grid system to scale up the image above, transferring the image onto card (*2D to 3D) Use collage to add tonal marks to the "flat image". (*2D to 3D)	Explore combinations and layering of media. (*Activism) Develop Mark Making (*Activism 2D to 3D) Make visual notes to capture, consolidate and reflect upon the artists studied. (*Activism, 2D to 3D, Brave Colour)	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. (*Activism) Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. (*Activism) Or create a zine using similar methods. (*Activism)		experience of colour." (*Brave Colour) Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. (*Brave Colour)	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.

Year 6 Vocabulary:

2D to 3D: 2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Activism: Activism, Voice Message, Community, Poster, Zine, Screen printing, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Brave Colour: Visual notes, Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences