



Concepts	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A: 2D Art (drawing, colour and painting)	<p>Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Pathway: Spirals That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</p> <p>I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.</p>	<p>Pathway: Spirals Year 1 statements and I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. I can take photos of my artwork. I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work. I can understand that we all see different things in the artwork we make. We all have a different response. Pathway: Exploring Watercolour Year 1 statements and... I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work. I can understand that we all see different things in the artwork we make. We all have a different response.</p>	<p>Pathway: Gestural drawing That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. I can understand what Chiaroscuro is and how I can use it in my work. I can use light and dark tonal values in my work, to create a sense of drama. Pathway: cloth, thread and paint That artists can combine art and craft using painting and sewing together to make art.</p>	<p>Pathway: Gestural drawing Year 3 statements and... That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. I have taken photographs of my work, thinking about focus, lighting, and composition. Pathway: using natural materials to make images Year 3 statements and... I can make a finished piece, which might be part of a larger class artwork. I can use a camera or device to take photographs of my work.</p>	<p>Pathway: Mixed media land and city scapes That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.</p>	<p>Pathway: Mixed media land and city scapes Year 5 statements and... I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn’t work. I have continued my exploratory work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper.</p>



	<p>ELG Physical development – fine motor skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>ELG – expressive arts and design – creating with materials</p> <ul style="list-style-type: none"> • 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. 	<p>I can draw from observation for a few minutes at a time.</p> <p>I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</p> <p>Pathway: Exploring watercolour</p> <p>That watercolour paint has special characteristics.</p> <p>That we can use the elements of surprise and accident to help us create art.</p> <p>That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.</p> <p>I can explore watercolour and understand the different effects I can achieve.</p> <p>I can work without an end goal in mind – letting the paint lead me.</p> <p>I can name and use primary colours, and begin to understand how colours mix to</p>	<p>Pathway: Making birds</p> <p>Year 1 statements and...</p> <p>I can use colour in my drawings and mix two or more different media together.</p> <p>I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.</p>	<p>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</p> <p>That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</p> <p>That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p> <p>I can use my sketchbook to make visual notes capturing ideas that interest me.</p> <p>I can use my sketchbook to test ideas and explore colour and mark making.</p> <p>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>I can use thread and stitching to create textural marks over the top of my painted canvas, creating</p>		<p>I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p> <p>I can use my sketchbook to explore and experiment.</p>	
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		<p>make secondary colours. I can think about the marks I make, and develop them further.</p> <p><u>Pathway: Making Birds</u> That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. I can draw from life looking closely. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings.</p> <p><u>Pathway: Flora and Fauna</u> I can look closely at insects and plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own insects. I can cut out shapes in different colours, and</p>		<p>interesting marks which reflect my response to the landscape.</p> <p><u>Pathway: using natural materials to make images</u> That we can use the world around us as “ingredients” with which to make art. That photographs are created when a light sensitive surface is exposed to light. That we can manipulate the world around us, transforming it into art. I can use my sketchbook to collect ideas. I can make visual notes about how artists have made images. I can use my sketchbook to try out ideas and experiment. I can make a finished piece,</p>			
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		<p>use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.</p>					
<p>Vocabulary</p>		<p>Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending</p> <p>Flora & Fauna: Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss Mark Making Colour, Pattern Sketchbook, Pages,</p>	<p>(See Year 1 Spiral Vocab)</p> <p>Exploring</p> <p>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</p>	<p>Gestural Drawings with Charcoal: 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</p> <p>Paint, Cloth, Thread: Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome</p> <p>Using Natural Materials to Make Images: Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form Transformation, Time, Cyanotype, Anthotype, Present, Share, Reflect, Respond, Feedback, Document</p>		<p>Land and City Scapes: Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Year 6</p> <p>“sketchbook way of thinking” Creative risks</p>	



		<p>Elastic Band, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think</p>					
<p>B: 2D Art (Printing, collage)</p>		<p><u>Pathway: Simple print making</u> That we can make a "plate" from which to "print" That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create "multiples" That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. I can make simple prints using my hands and feet. I can explore my environment and take rubbings of textures I find. I can push objects I find into plasticine and make prints. I can cut shapes out of foam board and stick them on a block to</p>	<p><u>Pathway: Simple print making</u> Year 1 statements and I can use my rubbings to make an image. I can create a symmetrical or sequenced print.</p>	<p><u>Pathway: working with shape and colour</u> That we can be inspired by key artworks and make our own work in creative response. That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to create exciting compositions. That we can build up imagery through layering shapes. That we can use collage to inspire prints. I can cut shapes directly into paper, using scissors, inspired by the artwork. I can collage with my cut elements, choosing colour, shape and composition to make</p>	<p><u>Pathway: working with shape and colour</u> Year 3 statements and... I can explore negative and positive shapes. I can take photographs of my work.</p>	<p><u>Pathway: Typography and maps</u> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</p>	<p><u>Pathway: Typography and maps</u> Year 5 statements and... I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. <u>Pathway: fashion design</u> Year 5 statements and... I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. I can understand how 2d shapes can become</p>



		<p>make a plate. I can print from the plate.</p> <p>I can draw into the surface of the foam board and print from the plate.</p> <p>I can use colour, shape, and line to make my prints interesting.</p> <p>I can create a repeat print.</p> <p>I can use my sketchbook to collect my prints and test ideas.</p>		<p>my own creative response to the artwork.</p> <p>I can add to my collage, using line, colour and shape made by stencils.</p>		<p>I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</p> <p>I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</p> <p><u>Pathway: Making monotypes</u></p> <p>That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</p> <p>That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.</p> <p>That we can combine monotype with other disciplines such as painting and collage.</p> <p>That we can make art by expressing our own personal response to literature or film.</p> <p>I can listen to a piece of poetry and think</p>	<p>3d form and the relationship they have to our bodies.</p> <p>I can take photographs of my work, thinking about presentation, lighting and focus.</p>
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						<p>about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.</p> <p>I can use my sketchbook to explore my ideas. I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.</p> <p><u>Pathway: Fashion Design</u> That designers bring their own culture, experiences and passions into their designs, for other people. That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. That we can use colour, pattern, line, shape, form, material, texture to express our creativity.</p>	
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						<p>That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?</p> <p>That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.</p> <p>I can use my sketchbook to make visual notes to capture key ideas about how the designers work.</p> <p>I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.</p>	
<p>Vocabulary</p>		<p>Simple Printmaking: Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p>	<p><u>Simple Print making vocab plus</u></p> <p>Symmetrical and sequenced</p>	<p>Working with Shape & 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</p>		<p>Typography & 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</p> <p>Making Monotypes: Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate,</p>	



		<p>Explore, Try, Test, Reflect Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit</p>				<p>Mood, Sense, Layer, Combine, Multi Media Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> <p>Fashion: Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	
<p>C: 3D Art</p>	<p>Physical development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. <p>Expressive arts and design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>Pathway: Playful making That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see our ideas made physical.</p>	<p>Pathway: Playful making Year 1 statements and... I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen I can use my hands to make sculptures without designing first. I can just see what happens if... I can share my work and listen to what other people like about it. I can look at other people’s work and sometimes share what</p>	<p>Pathway: Telling stories through drawing and making That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material,</p>	<p>Pathway: Telling stories through drawing and making Year 3 statements and... I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</p>	<p>Pathway: Set design That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.</p>	<p>Pathway: architectural design Year 5 statements and... I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.</p>



	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELG Physical development Fine motor skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG Expressive arts and design – creating with materials</p> <ul style="list-style-type: none"> • 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. 	<p>I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten. I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!</p> <p>Pathway: Making birds</p> <p>I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can use a variety of materials to make my own sculpture. I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual.</p>	<p>I like about it with them.</p> <p>Pathway: Making birds</p> <p>Year 1 statements and...</p> <p>I have taken on the challenge of making my sculpture balance and stand.</p>	<p>construction and colour.</p> <p>I can use my own sketchbook to explore my response to the chosen book/film, making visual notes and jotting down ideas. I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p>		<p>That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.</p> <p>I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</p> <p>Pathway: architectural design</p> <p>I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives. I can use my sketchbook to collect, record and reflect my ideas and thoughts. I can make larger drawings working from still imagery, using various drawing</p>	
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Art Curriculum Key Skills and Knowledge Cycle A



						techniques for fifteen or so minutes. I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.	
Vocabulary		<p>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</p>		<p>Telling Stories Through Drawing & Making: 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,</p>		<p>Set Design: Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> <p>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,</p>	
D: Computer Art				<p><u>Pathway: animated drawings</u> That artists can make animations by creating drawings which move in a sequence. That we can use all our mark making skills and imagination to make our drawings visually engaging.</p>	<p><u>Pathway: animated drawings</u> Year 3 statements and... I can use digital media to film my animation. I can share my moving drawing, either through an animation or by showing classmates how it would move.</p>	<p><u>Pathway: Architectural design</u> I can make short films of my work.</p>	<p><u>Pathway: Set design</u> I can use my animation set as backdrop to an animation. <u>Pathway: Architectural design</u> I can make short films of my work giving a close up tour of my architectural model.</p>



				<p>That we can use our moving drawings to share narratives</p> <p>I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make.</p> <p>I can use observational skills to look at source material to inspire my character and make drawings.</p> <p>I can use my imagination to think about how my character might move.</p> <p>I can create a background for my character.</p> <p>I can share my moving drawing by showing classmates how it would move.</p>			
Vocabulary				<p>Making Animated Drawings</p> <p>Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention</p> <p>Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena,</p>	<u>See Vocabulary above</u>		
E: Responding to art, artists and designers	<p>Expressive arts and design</p> <ul style="list-style-type: none"> • Create collaboratively, sharing 	<p>Pathway: Making birds</p> <p>I have looked at the work of other artists</p>	<p>Pathway: Making birds</p> <p>Year 1 statements and...</p>	<p>Pathway: Gestural drawing</p> <p>I have seen how artists use charcoal in their</p>	<p>Pathway: Using natural materials to make images</p>	<p>Pathway: typography and maps</p> <p>I have seen how other artists work with</p>	<p>Pathway: typography and maps</p> <p>Year 5 statements and...</p>



	<p>ideas, resources and skills.</p> <p>ELG Expressive arts and design – creating with materials</p> <ul style="list-style-type: none"> • 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. 	<p>who have been inspired by birds and I can share my response to their work.</p> <p>Pathway: Flora and Fauna</p> <p>That artists can be inspired by the flora and fauna around them.</p> <p>I have enjoyed looking at art made by other artists inspired by flora and fauna.</p>	<p>I can share my work with my classmates and teachers, and consider what was successful for me.</p>	<p>work. I have been able to talk about the marks produced, and how I feel about their work.</p> <p>Pathway: Telling stories through drawing and sculpture</p> <p>I have seen how artists are inspired by other artists often working in other artforms. I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</p> <p>Pathway: Cloth, Paint and thread</p> <p>I have explored how artists combine media and use them in unusual ways to make art. I can share my response to their work.</p> <p>Pathway: animated drawings</p> <p>I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel.</p>	<p>Year 3 statements and...</p> <p>I can reflect upon artists work, share my response and listen to the response of my classmates.</p> <p>Artists and Designers</p> <p>Laura Carlin, Shaun Tan Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Anthony Gormley, Yinka Shonibare, Thomas J Price Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p> <p>Marcus Coates Claes Oldenberg, Lucia Hierro, Nicole Dyer</p>	<p>typography and have been able to share my thoughts on their work.</p> <p>Pathway: making monotypes</p> <p>I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work. I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.</p> <p>Pathway: set design</p> <p>I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my</p>	<p>I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.</p>
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				<p><u>Pathway: using natural materials to make images</u> I have explored how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight.</p>		<p>interpretation of the mood/narrative of the original stimulus. <u>Pathway: mixed media land and city scapes</u> I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations. I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. <u>Pathway: Architectural design</u> That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. That we can make creative choices which both serves ourselves as individuals and the communities we belong to.</p>	
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Art Curriculum Key Skills and Knowledge Cycle A



						<p>That we can use form, structure, materials, and scale to design innovative buildings. That we can build architectural models to test out our ideas and share our vision.</p> <p><u>Pathway: Fashion design:</u> I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. I can share my own response to their work, articulating what I like or don't like about their work.</p>	
<p>Artists and Designers</p>		<p><u>Artists and Designers</u> Molly Haslund Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett Paul Klee, Emma Burleigh Eric Carle, Joseph Redoute, Jan Van Kessel</p>	<p><u>Artists and Designers</u> Heather Hansen, Laura McKendry, Edgar Degas Henri Matisse, Claire Willberg Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake Alice Kettle, Hannah Rae Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber Frances Hatch, Anna Atkins</p>		<p><u>Artists and Designers</u> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny Kevork Mourad Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones horeditch Sketcher Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>		



<p>D: Exploring and developing</p>	<p>Physical development Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Expressive arts and design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELG expressive arts and design – creating with materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<p><u>Pathway: Making birds</u> That we can work from similar stimulus or starting point but end up with very different individual results. That the individual results can then be brought together to make a whole artwork.</p> <p><u>Flora and Fauna</u> That we can use careful looking to help our drawing, and use drawing to help looking. That we can use a variety of materials to make images, and that the images we make can become imaginative. That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.</p>	<p><u>Pathway: Flora and Fauna</u> Year 1 statements and... I can work with my classmates to make a shared drawing. I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work.</p>	<p><u>Pathway: Gestural drawing</u> I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. <u>Pathway: working with shape and colour</u> I can explore an artwork through looking, talking and drawing. I can share my work with my class. I can reflect and share what I like, and what I would like to try again. <u>Pathway: Telling stories through drawing and sculpture</u> I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. I can share my feedback about my classmates work. <u>Pathway: Cloth, Paint and thread</u> I can share my work with others and share my thoughts about the process and outcome.</p>	<p><u>Pathway: Gestural drawing</u> Year 3 statements and... I can voice what I like about my classmates work and how it makes me feel. <u>Pathway: working with shape and colour</u> I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. I can look at the work of my classmates and give useful feedback through class or small group discussion. <u>Pathway: Telling stories through drawing and sculpture</u> Year 3 statements and... I can take photographs of my work thinking about focus, background and lighting. <u>Pathway: Cloth, Paint and thread</u> Year 3 statements and... I can listen to their feedback and take it onboard.</p>	<p><u>Pathway: typography and maps</u> I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers. <u>Pathway: making monotypes</u> I can share my thinking and outcomes with my classmates. I can listen to their views and respond. I can share my response to the artwork made by my classmates <u>Pathway: Set design</u> I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. I can appreciate the artwork made by my classmates and share my response to their work. <u>Pathway: Mixed media land and city scapes</u> I can share my journey and discoveries with others and am able to</p>	<p><u>Pathway: making monotypes</u> Year 5 statements and... I can photograph my work, thinking about lighting, focus and composition <u>Pathway: set design</u> I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. <u>Pathway: Mixed media land and city scapes</u> Year 5 statements and... I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. <u>Pathway: Architectural design</u> I can photograph my work considering lighting, focus and composition. <u>Pathway: Fashion design</u> I can take photographs of my work, thinking about presentation, lighting and focus.</p>
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<p>Vocabulary</p>		<p>Making Birds: Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss</p>	<p><u>See vocabulary above</u></p>	<p><u>See vocabulary above</u></p>			

