

Art Curriculum Key Skills and Knowledge Cycle B



Concepts	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A: 2D Art (drawing, colour and painting)</p>	<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>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 	<p><u>Pathway: Explore and Draw</u> That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</p> <p>I can explore my local environment (school, home, etc) and collect things which catch my eye.</p> <p>I can explore composition by arranging the things that I have collected.</p> <p>I can talk about what I collected, and how and</p>	<p><u>Explore and Draw</u> Year 1 statements and... I can take photographs of my artwork and I can think about focus and light. I can hold an object and I can make a drawing thinking about the way the object feels. I can cut out and collage to explore composition. <u>Exploring the world through monoprint</u> Year 1 statements and... I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing. <u>Pathway: be an architect</u> Year 1 statements and... I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. <u>Pathway: Expressive Painting</u> Year 1 statements and... I can experiment with hues by changing the amount of primary colours I add. I can use my gestural mark making with paint, and incorporate the</p>	<p><u>Pathway: storytelling through drawing</u> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p> <p>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.</p> <p>I can use line, shape, and colour using a variety of materials to test my ideas.</p>	<p><u>Pathway: storytelling through drawing</u> Year 3 statements and... I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. I can think about how I might use composition, sequencing, mark making and some text in my drawings. I can create a finished piece which contains sequenced images to describe a narrative.</p>	<p><u>Pathway: Exploring identity</u> That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p> <p>I can use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking</p>	<p><u>Pathway: Exploring identity</u> Year 5 statements and... I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p>



	<p>and cutlery.</p> <ul style="list-style-type: none"> • 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>why I arranged the things I collected.</p> <p>I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</p> <p>I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</p> <p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p> <p><u>Pathway: exploring the world through monoprint</u></p> <p>I can make drawings using photos from films as my source material.</p> <p>I can look closely guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen.</p> <p>I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.</p> <p>I can think carefully about which marks I will include in my drawing.</p> <p><u>Pathway: Expressive Painting</u></p> <p>That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract.</p>	<p>colours and shapes in the still life to make an expressive painting.</p>			<p>about line, shape and colour.</p> <p><u>Pathway: Shadow puppets</u></p> <p>That there are many traditions of using intricate cut outs as shadow puppets to narrate archetypal stories.</p> <p>That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.</p> <p>That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.</p> <p>That we can work in collaboration with others to make a shared experience.</p> <p>I can use my sketchbook to record, generate ideas, test ideas and reflect.</p> <p>I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome.</p>	
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		<p>Artists use impasto and sgraffito to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.</p> <p>I can recognise primary colours and mix secondary colours. I can use various home made tools to apply paint in abstract patterns. I can be inventive. I can make a loose drawing from a still life. I can see colours and shapes in the still life.</p>				<p>I can manipulate the materials using tools so that the puppets I make have character and expression. I can make my puppets move in simple ways by articulating them. I can work with my peers to create a collaborative experience.</p>	
<p>Vocabulary</p>	<p>Vocabulary supported through structured and unstructured play by adults.</p>	<p>Explore & 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</p> <p>Explore the World 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,</p>	<p>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,</p>	<p>Exploring Identity: Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> <p>Shadow Puppets: Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>			

Art Curriculum Key Skills and Knowledge Cycle B



		<p>Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover Present, Reflect, Discuss, Share, Feedback</p> <p>Expressive Painting: Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,</p>					
<p>B: 2D Art (Printing, collage)</p>		<p><u>Pathway: Exploring the world through monoprint</u> When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects when creating mono prints. That we can create creative responses to different stimuli and make the work our own.</p>	<p><u>Pathway: Explore and Draw</u> I can cut out and collage to explore composition. <u>Pathway: Exploring the world through monoprint</u> Year 1 statements and... I can explore a theme and make mono prints using my imagination to make my drawings personal.</p>	<p><u>Pathway: exploring still life</u> That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years, and is it still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media: drawing, painting, collage, relief... That we can use line, shape, colour, texture, and form to help us give</p>	<p><u>Pathway: exploring still life</u> Year 3 statements and... I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</p>	<p><u>Pathway: Print & Activism</u> That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together.</p>	<p><u>Pathway: Print & Activism</u> Year 5 statements and... I can combine different techniques such as print, collage and drawing.</p>

Art Curriculum Key Skills and Knowledge Cycle B



		I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting.		meaning to our work, and explore composition, foreground, background, and negative space. I can use my sketchbook to make visual notes, record and reflect. I can draw from observation and think about how I can use line, colour and shape to make my artwork interesting.		I can create visuals and text which communicate my message. I can use line, shape and colour to make my artwork. I can use typography to make my messages stand out.	
Vocabulary	Vocabulary supported through structured and unstructured play by adults	See vocabulary above		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,		Activism: Activism Voice Message Community Poster Zine Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	
C: 3D Art	Physical development • 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. Expressive arts and design • Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<u>Pathway: be an architect</u> That architects design buildings and other structures which relate to our bodies and which enhance our environment. That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. That we can use drawing as a way to help us process and understand other people’s work. That we can use digital tools such as drones and film to inspire us. That we can use our imaginations to make	<u>Pathway: be an architect</u> Year 1 statements and... I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. I have seen that I don’t need to design on paper first; that I can design as I make. <u>Pathway: Stick transformation project</u> Year 1 statements and... I can use a variety of materials to transform my object thinking about form and colour.	<u>Pathway: The art of display</u> That artists think carefully not just about what they make, but also how they present what they make. That when we view sculpture (or other art), the context (way it is presented) affects how we react to it. That how something will be seen can help us shape what is made. That we can give thought to how we display the art we make, to help us understand how people will view our work. I can use clay to make quick three dimensional	<u>Pathway: The art of display</u> Year 3 statements and... I can use the clay to capture character/emotion of the body. <u>Pathway: Sculpture, Structure, Inventiveness & Determination</u> Year 3 statements and... I have seen how we can learn about ourselves through art. I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don’t know exactly what I’m doing. I can see my personality in what I have made. <u>Pathway: Festival feasts</u> Year 3 statements and...	<u>Pathway: 2D drawing to 3D making</u> That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw.	<u>Pathway: 2D drawing to 3D making</u> Year 5 statements and... I can use negative space and the grid method to help me see and draw. <u>Pathway: Take a seat</u> Year 5 statements and... I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.



	<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>architectural models to explore how we might design buildings relating to a particular need or stimulus.</p> <p>That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials.</p> <p>I can make an architectural model of a building.</p> <p>I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model.</p> <p><u>Pathway: Stick transformation project</u></p> <p>That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.</p> <p>That making art can be playful and fun.</p> <p>That we can create things for other people to enjoy/use.</p> <p>That we can use our imagination to help us shape the world.</p> <p>I can take a familiar object like a stick, and use my imagination to think about what it might become.</p>		<p>sketches of figures sitting on “plinths”.</p> <p>The following I Can statements are dependent upon project chosen.</p> <p>Pocket Gallery: I can find objects around me and think about how I can re-see them when I display them as art objects.</p> <p>I can manipulate materials to make an environment for the art objects.</p> <p>I can think about how the audience might react and capture this in my artwork.</p> <p>The Fourth Plinth Challenge: I can work as a small team and plan an art project around how we would use a plinth in our school, taking ideas of other people on board and contributing my own.</p> <p>I can think creatively about art/object/performance/audience.</p> <p>Plinth People I can use my sketchbook to think about my interests/personality traits which I am proud of.</p> <p>I can imagine how I could create a version of myself that I would like to see on a plinth.</p> <p>I can make a sculpture/plinth from construction materials which shows a</p>	<p>I can explore and experiment using “Design through Making”, and I can discover how I can transform and construct with different materials to make my sculpture.</p>	<p>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</p> <p>I can explore typography and design lettering which is fit for purpose.</p> <p>I can transform my drawing into a three dimensional object.</p> <p><u>Pathway: Take A Seat</u></p> <p>That artists who create furniture are often called craftspeople or designers.</p> <p>That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.</p> <p>That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.</p> <p>There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like.</p> <p>We can think about the form, structure, material and texture, as well as</p>	
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		<p>I can use my sketchbook to generate ideas and to test ideas.</p> <p>I can use a variety of materials to transform my object thinking about colour.</p> <p>I can cut materials with simple tools and fasten materials together to construct my sculpture.</p>		<p>version of myself, using things like body position, clothes, props and fine details to give the sculpture character.</p> <p><u>Pathway: Sculpture, Structure, Inventiveness & Determination</u></p> <p>That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.</p> <p>That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.</p> <p>That we can feel safe enough to take creative risks in our own work.</p> <p>That we can explore materials and ideas feeling free from criticism.</p> <p>That we can express our personality through the art we make.</p> <p>That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.</p> <p>That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.</p> <p>I can feel safe to take creative risks when I work. I can enjoy the</p>		<p>the way the chair is constructed, to help us make our chair unique.</p> <p>I have seen how chair design has changed through the ages.</p> <p>I can use my sketchbook to make visual notes to record and reflect.</p> <p>I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</p>	
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			<p>feeling of experimenting with materials.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can construct with a variety of materials to make a sculpture.</p> <p>Pathway: Festival Feasts</p> <p>That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.</p> <p>That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.</p> <p>That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.</p> <p>That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.</p> <p>I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food.</p>			
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Art Curriculum Key Skills and Knowledge Cycle B



				<p>I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints.</p>			
<p>Vocabulary</p>	<p>Vocabulary supported through structured and unstructured play by adults</p>	<p>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</p> <p>Stick Transformation: Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>	<p>The 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</p> <p>Sculpture, Structure, Inventiveness & Determination: Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse,</p> <p>Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition</p> <p>Festival Feasts: Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,</p>	<p>2D Drawing to 3D Making: 2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance</p> <p>Take a Seat: Chair Design, Designer, Craftsperson, Maker 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>			



<p>D: Computer Art</p>			<p><u>Pathway: Be an architect</u> I can use digital media to document my work, including taking photographs and short videos.</p>				<p><u>Pathway: Shadow puppets</u> I can photograph or film our puppets and performance.</p>
<p>E: Responding to art, artists and designers</p>	<p>Expressive arts and design</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. <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><u>Pathway: Explore and Draw</u> I have seen how some artists explore the world around them to help them find inspiration. <u>Pathway: Exploring the world through monoprint</u> I have seen what a mono print is and have explored the work of an artist who uses mono print. I can share my thoughts on the artists work. <u>Pathway: be an architect</u> I have explored the work of some architects. I have seen that they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live. <u>Pathway: expressive painting</u> I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</p>	<p><u>Pathway: be an architect</u> Year 1 statements and... I can share how architecture makes me feel, what I like and what I think is interesting. I have seen how architects use their imaginations to try to design buildings which make people’s lives better and I can use my own imagination when thinking about architecture I might design. <u>Pathway: expressive painting</u> Year 1 statements and... I can start to share my response to the work of other artists. I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.</p>	<p><u>Pathway: storytelling through drawing</u> I have explored the work of artists who tell stories through imagery. <u>Pathway: the art of display</u> I have seen how some artists choose to display their work on “plinths” and I have understood how the way a work is displayed can affect the way the audience sees the work. <u>Pathway: Exploring still life</u> I have explored the work of contemporary and more traditional artists who work within the still life genre. <u>Pathway: Festival Feasts</u> I have explored the work of artists who are inspired by food and I can share my responses with the class. I can use my sketchbook to record and reflect how the artist’s work makes me feel.</p>	<p><u>Pathway: storytelling through drawing</u> Year 3 statements and... I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. <u>Pathway: the art of display</u> Year 3 statements and... I can use my sketchbook to collect ideas about how other artists consider how their work is displayed. <u>Pathway: Exploring still life</u> Year 3 statements and ... I have felt able to express my thoughts about other artists’ work, and talk about the meanings of objects as artists present them.</p>	<p><u>Pathway: 2D drawing to 3D making</u> I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. <u>Pathway: Print & Activism</u> I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. <u>Pathway: Brave colour</u> That as humans we react emotionally to colour. That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models. I have explored the work of installation artists who</p>	<p><u>Pathway: 2D drawing to 3D making</u> Year 5 statements and... I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. <u>Pathway: Brave colour</u> Year 5 statements and... I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others. I can respond to a creative challenge or stimulus, research the area, and make a creative response. <u>Pathway: exploring identity</u> Year 5 statements and... I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p>



						<p>use colour, light and form to create immersive environments. I can respond to a creative challenge or stimulus. I can create a 3d model or 2d artwork which shares my vision with others. I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p> <p><u>Pathway: Exploring identity</u> I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.</p> <p><u>Pathway: Take a seat</u> I have explored the work of a craftsperson / designer and seen how they bring personality to their work.</p> <p><u>Pathway: Shadow puppets</u> I have seen how a variety of artists and craftspeople use their interest in cut outs to generate imagery. I can share my response to their work with my classmates. I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p>	
	Various artists and designers decided	Rosie James, Alice Fox		Laura Carlin, Shaun Tan			

Art Curriculum Key Skills and Knowledge Cycle B



<p>Artists and designers</p>	<p>through children's interests.</p>	<p>Xgaoc'o X'are, Leonardo Di Vinci Hundertwasser, Zaha Hadid, Heatherwick Studios Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne Chris Kenny Kandinsky, Various "Projection Mapping" artists</p>	<p>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Anthony Gormley, Yinka Shonibare, Thomas J Price Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato Marcus Coates Claes Oldenberg, Lucia Hierro, Nicole Dyer</p>	<p>Lubaina Himid, Claire Harrup Luba Lukova, Faith Ringgold, Shepard Fairey Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Yinka Ilori Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</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. Expressive arts and design • 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. ELG expressive arts and design – creating with materials • Share their creations, explaining the process they have used.</p>	<p><u>Pathway: Explore and Draw</u> I can talk about the work I have made with my classmates, sharing the things I thought were successful. <u>Pathway: exploring the world through mono-print</u> I can share my work and talk about what I like, and what I would like to try again. I can enjoy looking at the work of my classmates <u>Pathway: be an architect</u> I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates. <u>Pathway: expressive painting</u> I can share my experiments and final piece with others and share what I liked and what went well.</p>	<p><u>Pathway: Explore and Draw</u> Year 1 statement and... I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. <u>Pathway: exploring the world through monoprint</u> Year 1 statements and... I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work. I have understood that through art, I can invent and discover. <u>Pathway: expressive painting</u> Year 1 statements and... I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.</p>	<p><u>Pathway: storytelling through drawing</u> I can share my work with others and talk about my journey and outcome I can appreciate the work of my classmates and think about similarities and differences between our work. <u>Pathway: The art of display</u> I can share my work with others, and talk about my response to the project, what worked well and what I would like to try again. I can appreciate the work of my classmates, understanding where there are similarities and where there are differences. <u>Pathway: exploring still life</u> I can present and share my artwork. <u>Pathway: Sculpture, structure, inventiveness and determination</u></p>	<p><u>Pathway: storytelling through drawing</u> Year 3 statements and... I can listen to their feedback and take it on board. I can share my feedback on their work. I can take a photograph of my work, thinking about lighting and focus. <u>Pathway: The art of display</u> Year 3 statements and... I can listen to the response to my work from my classmates and take on board their feedback. I can share my response to their work. I can take photographs of my artwork, thinking about focus, lighting and composition. <u>Pathway: exploring still life</u> Year 3 statements and... I can present and share my artwork, and explain how my sketchbook work</p>	<p><u>Pathway: 2D drawing to 3D making</u> I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work. <u>Pathway: Print and activism</u> I have explored how I can find out what I care about, and find ways I might share my ideas with us. I can reflect and articulate about my own artwork and artwork made by my classmates. <u>Pathway: Brave colour</u></p>	<p><u>Pathway: 2D drawing to 3D making</u> Year 5 statements and... I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition. <u>Pathway: Print and activism</u> Year 5 statements and... I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. <u>Pathway: Brave colour</u> Year 5 statements and... I can take photos of my artwork, thinking about focus, lighting and composition. <u>Pathway: Exploring identity</u> Year 5 statements and... I can take photographs of my artwork, thinking about lighting, focus and composition. <u>Pathway: take a seat</u></p>



		<p><u>Pathway: stick transformation project</u> I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</p> <p><u>Pathway: Music and Art</u> That artists sometimes use sound to inspire their work. That artists sometimes work in partnership with musicians. That we can use both aural and visual senses to make art. That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive. That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.</p> <p>I have seen how some artists are inspired by other artforms such as music. I can share my response to their work, and listen to others. I can listen to sounds, and use my mark making skills to make marks in response.</p>	<p>I can take a photograph of my final piece, thinking about focus and lighting.</p> <p><u>Pathway: stick transformation project</u> I can listen to my classmates feedback about my work. I can take a photograph of my sculpture, thinking about focus.</p> <p><u>Pathway: Music and Art</u> Year 1 statements and... I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials I can take photos of my artwork.</p>	<p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p> <p><u>Pathway: festival feasts</u> I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas. I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.</p>	<p>helped build my knowledge and skills towards my final piece.</p> <p><u>Pathway: Sculpture, structure, inventiveness and determination</u> I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. I can take photographs of my work thinking about presentation, focus and lighting.</p> <p><u>Pathway: festival feasts</u> Year 3 statements and... I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.</p>	<p>I can take photos of my artwork, thinking about focus, lighting and composition. I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback. I can listen to the creative ideas of others, and share my feedback about their work.</p> <p><u>Pathway: Exploring identity</u> I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond. I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</p> <p><u>Pathway: Take a seat</u> I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently. I can present and share my work, and talk about it with my classmates, and listen to their responses to my work. I can respond to the work made by my classmates</p>	<p>Year 5 statements and... I can take photographs of my work, thinking about focus, light and composition.</p>
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Art Curriculum Key Skills and Knowledge Cycle B



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<p>Vocabulary</p>	<p>Vocabulary supported through structured and unstructured play by adults</p>	<p>Expressive Painting: Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback</p> <p>Music & Art: Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback,</p>	<p><u>See Vocabulary above</u></p>		<p>Brave Colour: Sketchbook 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</p> <p>Exploring Identity: Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>		

