

EYFS Expressive Arts and Design <i>Creating with Materials</i>	Nursery	Reception
Substantive Knowledge	<ul style="list-style-type: none"> Recognising colours. Find out about media and materials. 	<ul style="list-style-type: none"> Children will study the work of Artists- Wassily Kandinsky, Banksy, Jackson Pollock, Andy Warhol.
Disciplinary Knowledge	<ul style="list-style-type: none"> Pupils will explore colour and how colours can be changed; They will understand that they can use lines to enclose a space, and begin to use these shapes to represent objects; They will begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces; Pupils will join construction pieces together to build and balance. 	<ul style="list-style-type: none"> Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; They will share their creations, explaining the process they have used; Pupils will make use of props and materials when role playing characters in narratives and stories.
Key Vocabulary	<i>Drawing, circle, square, pencil, charcoal, pastels, glue, join, card, model, junk, paperclip, feelings e.g. happy/sad</i>	<i>Design, glue, join, materials, improve, strong, mixing, observe, shade, natural, shape, gallery</i>

Scheme of Learning: Access Art- Drawing and Sketchbooks, Surface and Colour, Working in Three Dimensions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Spirals, Simple Printmaking, Playful Making, Making Birds, Exploring Watercolour	Explore and Draw, Exploring the World Through Mono Print, Be An Architect	Gestural Drawing with Charcoal, Cloth, Thread and Print, Telling Stories Through Drawing and Making	Storytelling through Drawing, Exploring Pattern, Festival Feasts	Typography and Maps, Fashion Design, Set Design	2D Drawing to 3D Making, Activism, Brave Colour
Substantive Knowledge Drawing and Sketchbooks	<p>Spirals</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Molly Haslund.</p>	<p>Explore and Draw</p> <p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment.</p> <p>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>	<p>Gestural Drawing with Charcoal</p> <p>Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion. Pupils will be introduced to an artist who creates large drawings using her whole body.</p> <p>Laura McKendry and Edgar Degas</p>	<p>Storytelling Through Drawing</p> <p>Pupils will explore the work of two artists who create illustrations that tell stories.</p> <p>Laura Carlin, Shaun Tan</p>	<p>Typography and Maps</p> <p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination.</p> <p>Louise Fili, Grayson Perry, Paula Scher</p>	<p>2D Drawing to 3D Making</p> <p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst.</p> <p>Lubaina Himid, Claire Harrup</p>

<p>Disciplinary Knowledge</p> <p>Drawing and Sketchbooks</p>	<p>Spirals</p> <p><i>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</i></p> <p><i>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making “snail drawings”.</i></p> <p><i>Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</i></p> <p><i>Pupils become familiar with what a sketchbook can be used for. They demonstrate that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</i></p> <p><i>Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</i></p> <p><i>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</i></p>	<p>Explore & Draw-</p> <p><i>They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</i></p> <p><i>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition.</i></p> <p><i>They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</i></p> <p><i>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They become familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</i></p> <p><i>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering ‘composition’ when making work.</i></p> <p><i>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</i></p>	<p>Gestural Drawing with Charcoal</p> <p><i>Pupils will begin to explore charcoal as a drawing material.</i></p> <p><i>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term ‘Chiaroscuro’.</i></p> <p><i>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</i></p> <p><i>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</i></p> <p><i>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their</i></p>	<p>Storytelling Through Drawing</p> <p><i>Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</i></p> <p><i>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</i></p> <p><i>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</i></p> <p><i>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</i></p>	<p>Typography & Maps</p> <p><i>Pupils will become familiar with the term ‘typography’. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.</i></p> <p><i>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</i></p> <p><i>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</i></p> <p><i>They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</i></p> <p><i>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</i></p>	<p>2D Drawing to 3D Making</p> <p><i>Pupils will record their thoughts and feelings about the artworks seen in their sketchbooks.</i></p> <p><i>Pupils start creating “flat yet sculptural” artwork.</i></p> <p><i>To use the paper as a collage material</i></p> <p><i>To use methods of construction to transform them into sculptures.</i></p> <p><i>Or</i></p> <p><i>Pupils will explore the colours and patterns on different types of food packaging.</i></p> <p><i>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks.</i></p> <p><i>Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</i></p> <p><i>Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</i></p> <p><i>Pupils will work in pairs or teams to document their work using cameras or I pads.</i></p>
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			<p>whole bodies or by working in pairs using their hands and arms.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>			
<p>Key Vocabulary</p> <p>Drawing and Sketchbooks</p>	<p><i>spiral, movement, pressure, motion, line, continuous line, surface, dark, light, blending, mark making, colour, pattern.</i></p>	<p><i>Explore, collect, ReSee, Imagine, curious, present, re-present, arrange, composition, photograph, focus, light, shade, sense of touch, wax resist, graphite, watercolour, brush, line, tone, shape.</i></p>	<p><i>Charcoal, gestural, loose, expressive, mark making, sweeping, fast, slow, gentle, energetic, chiaroscuro, tone, tonal values, dark, light, midtone, squint, hands, handprints, positive and negative shapes, silhouette, drama, lighting, shadow, atmosphere, narrative, repetitive, motion, echo, memory, mark, trace, composition, focus, lighting.</i></p>	<p><i>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</i></p>	<p><i>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols</i></p>	<p><i>2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance</i></p>
<p>Substantive Knowledge</p> <p>Surface and Colour</p>	<p>Simple Printmaking</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts.</p> <p>Exploring Watercolour</p> <p>Pupils will share their responses to the work of artists Paul Klee and Emma Burleigh.</p>	<p>Exploring the World through Mono Print</p> <p>Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects.</p> <p>Xgaoc'o Xare</p>	<p>Cloth, Thread, Paint</p> <p>Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae.</p>	<p>Exploring Pattern</p> <p>Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.</p> <p>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p>Fashion Design</p> <p>Learn about and respond to the work of-</p> <p>Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>	<p>Activism</p> <p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</p> <p>Luba Lukova, Faith Ringgold, Shepard Fairey</p>
<p>Disciplinary Knowledge</p> <p>Surface and Colour</p>	<p>Simple Printmaking</p> <p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils have time to experiment with line, shape</p>	<p>Exploring the world through Mono Print</p> <p>Pupils will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.</p> <p>Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils</p>	<p>Cloth, Thread, Paint</p> <p>Pupils will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.</p>	<p>Exploring Pattern</p> <p>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece.</p> <p>Pupils will devise their own process criteria to help them</p>	<p>Fashion Design</p> <p>Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</p> <p>Pupils will work in sketchbooks to generate and test ideas, experiment with</p>	<p>Activism</p> <p>Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will work in sketchbooks to explore their own voice and message.</p> <p>Option 1: Pupils will explore screen printing techniques</p>

	<p>and colour to create drawings over the top of their prints.</p> <p>Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Exploring Watercolour</p> <p>Pupils will become familiar with what watercolour can do. They will use both primary colours and secondary colours in their exploration.</p> <p>Pupils will be introduced to the following techniques: wash,</p>	<p>will discover without working towards a predefined outcome.</p> <p>They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film.</p> <p>Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.</p> <p>Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects.</p> <p>They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week.</p>	<p>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</p> <p>Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>make drawings inspired by Sol Lewitt.</p> <p>Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p> <p>Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. They will take photos of their work thinking about focus and light.</p>	<p>shape and form, pattern, colour, and texture in response to a brief.</p> <p>Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p>	<p>and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>
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	<p>wet on dry, wet on wet, and mark making.</p> <p>They will express their thoughts and feelings verbally in response to questions during class discussion. Pupils will also use their sketchbooks to process the information in a visual way and make it their own.</p> <p>Pupils will work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils will use their imaginations to identify the stories emerging in their paintings. Pupils will work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.</p> <p>Pupils will reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion.</p>					
<p>Key Vocabulary</p> <p>Surface and Colour</p>	<p><i>Print, press, pressure, paint, primary colours, shape, line, arrangement, rubbing, texture, cut, collage, stick, arrange, explore, try, test, reflect, Artwork, Artist, Printmaker, relief print, plate, impression, colour mixing, secondary colours, pattern, sequence, picture, image.</i></p> <p><i>Watercolour, Brush, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid</i></p>	<p><i>Mark making, line, speed, fast, slow, experiment, represent, impression, try, focus, slow, shape, form, light, dark, shadow.</i></p>	<p><i>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</i></p>	<p><i>Pattern, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design</i></p>	<p><i>Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting</i></p>	<p><i>Activism, Voice, Message, Community, Poster, Zine, Screenprinting</i></p>

<p>Substantive Knowledge</p> <p>Working in Three Dimensions</p>	<p>Playful Making</p> <p><i>Pupils will learn about the work of Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</i></p> <p>Making Birds</p> <p><i>Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion.</i></p> <p>Andrea Butler</p>	<p>Be An Architect</p> <p><i>Pupils will about the work of Architects.</i></p> <p>Hundertwasser, Zaha Hadid</p>	<p>Telling Stories Through Drawing & Making</p> <p><i>Pupils will explore the work of fashion designers.</i></p> <p>Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>	<p>Festival Feasts</p> <p><i>Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures.</i></p> <p>Claes Oldenberg, Lucia Hierro</p>	<p>Set Design</p> <p><i>Exploring the work of Fashion designers.</i></p> <p>Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>	<p>Brave Colour</p> <p><i>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might respond in different ways to colour.</i></p>
<p>Disciplinary Knowledge</p> <p>Working in Three Dimensions</p>	<p>Playful Making</p> <p><i>Pupils will become familiar with the term 'sculpture'. Pupils will be introduced to the idea that sculptures are made by sculptors. They will be involved in discussion about the work with their peers. Pupils will create drawings inspired by the sculptures that they have seen.</i></p> <p><i>Pupils will respond to prompts through making and constructing materials. They will demonstrate that they can experiment with materials without having a predefined outcome. Children will find out how they might attach more than one material together to construct new forms through trial and error.</i></p> <p><i>Pupils will apply what they found out about the properties of materials during lesson 2 and will push their exploration further by responding to the selected brief. Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks will be used to record their findings.</i></p> <p>Making Birds</p>	<p>Be An Architect</p> <p><i>Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.</i></p> <p><i>Pupils will reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks.</i></p>	<p>Telling Stories Through Drawing and Making</p> <p><i>Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</i></p> <p><i>Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.</i></p> <p><i>Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.</i></p> <p><i>Pupils will display their work in a clear space and walk around the work as if they are in a</i></p>	<p>Festival Feasts</p> <p><i>Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</i></p> <p><i>Pupils will explore their favourite foods through sculpture using 2 options.</i></p> <p><i>Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.</i></p> <p><i>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try</i></p>	<p>Set Design</p> <p><i>Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</i></p> <p><i>Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.</i></p> <p><i>Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.</i></p> <p><i>Pupils will display their work in a clear space and walk around the work as if they are in a</i></p>	<p>Brave Colour</p> <p><i>Pupils will make an elastic band sketchbook using white paper and cardboard.</i></p> <p><i>They will identify and explore colour within the sketchbooks.</i></p> <p><i>Pupils will create visual responses to artists' work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.</i></p> <p><i>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.</i></p> <p><i>Pupils will create a design proposal for a colourful architectural installation exploring colour and form.</i></p> <p><i>Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.</i></p>

	<p><i>Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</i></p> <p><i>Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</i></p> <p><i>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</i></p> <p><i>They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.</i></p> <p><i>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</i></p>		<p><i>gallery, sharing what they like about their own and each other's work.</i></p> <p><i>Pupils will work in pairs or teams to document their work using cameras or I pads.</i></p>	<p><i>again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.</i></p>	<p><i>gallery, sharing what they like about their own and each other's work.</i></p> <p><i>Pupils will work in pairs or teams to document their work using cameras or I pads.</i></p>	
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<p>Key Vocabulary</p> <p>Working in Three Dimensions</p>	<p><i>Sculpture, sculptor, three dimensions, respond, response, design, playful, explore, construction, materials, invent, imagine, tools, construct, structure, balance</i></p> <p><i>Lines, Shapes, Mark Making, Texture, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation</i></p>	<p><i>Architect, Architecture, Designer, Maker, Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Community, Response, React, Colour, Form, Shape, Line, Pattern, Model Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element, Lighting, Composition, Angle, Perspective</i></p>	<p><i>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Respond Response, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Construct, Model, Character, Personality, Photograph, Lighting, Composition, Focus, Intention</i></p>	<p><i>Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition</i></p>	<p><i>Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Stimulus, Interpretation, Vision, Mood, Drama, Lighting, Composition, Foreground, Background, Articulate</i></p>	<p><i>Visual notes, Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation, Crit</i></p>
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