



Art Progression

<u>Year 1</u>	<u>Autumn- Spirals</u>	<u>Spring- Simple Printmaking</u>	<u>Summer- Making Birds</u>
<u>Objectives</u>	<ul style="list-style-type: none"> • To make continuous line drawings. • To decorate a sketchbook and make it personal to them. • To draw from observation for a few minutes at a time. • To make different marks with different drawing tools. • To make choices about which colours to use in their work. • To observe an artist's work and share their thoughts about it. • To evaluate their own drawings. 	<ul style="list-style-type: none"> • To make simple prints using their hands and feet. • To explore their environment and take rubbings of textures they find, then use their rubbings to make an image. • To make plates out of plasticine and foam board and print. • To use colour, shape, and line to make their prints interesting. • To create a repeat print and a symmetrical or sequenced print. • To use their sketchbook to collect their prints and test ideas. 	<ul style="list-style-type: none"> • To draw both from photos/film and from life looking closely in real life. • To experiment with a variety of drawing materials and test ways to make marks that describe what they see. • To use colour in their drawings and mix two or more different media together. • To observe an artist's work and share their thoughts about it. • To use a variety of materials to make their own sculpture- making it balance and stand. • To understand how their sculpture can be part of a class artwork but are all individual. • To evaluate their artwork.
<u>Pathway Skills</u>	<ul style="list-style-type: none"> • Drawing • Collage • Sketchbooks 	<ul style="list-style-type: none"> • Printmaking • Collage • Drawing 	<ul style="list-style-type: none"> • Sculpture • Drawing • Collage
<u>Sticky Knowledge</u>	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • When using different tools, we move different body parts. • What a continuous line drawing is. 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • What a 'plate' is when printing. (Plasticine/foamboard that they put their design on to print from) 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • That we can transform drawings in to 3D models. • What an observational drawing is.

	<ul style="list-style-type: none"> • Things that affect control- how they hold a tool (pencil, chalk etc) • What an observational drawing is. • How they use colour to make their drawing appealing. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Spiral • Pressure • Continuous Line • Drawing Surface (Paper Ground) • Mark Making • Careful Looking 	<ul style="list-style-type: none"> • What the difference is between negative and positive when using plates and prints. (Positive= normal image, negative= inverted colours etc) • That we can use one print/plate to create multiple pieces. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Rubbing • Press • Print • Primary colours • Secondary colours • Printmaker 	<ul style="list-style-type: none"> • That we can start from the same starting point but end up with very different individual results. • That we can put all our artwork together to make a class artwork. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Close study • Blending • Fold • Crumple • Collage • Sculpture
<u>Cross-Curricular Links</u>	<ul style="list-style-type: none"> • DT: Structure • Science: Growth, The Human Body, Sound • PE: Movement • Maths: pattern, symmetry • PSHE: collaboration, discussion 	<ul style="list-style-type: none"> • Geography: symbols on maps • History: significant individuals from history. • Maths: pattern, 2D/3D shapes • Science: plants, trees, leaves, food chains, animals • PSHE: Peer discussion. 	<ul style="list-style-type: none"> • Geography: continents, maps, migration, habitats • Maths: 2D/3D shapes, weight, measuring • Science: birds, habitats, seasons, food chains • PSHE: peer discussion, collaboration, eco-world
<u>Experiences & Trips</u>		<ul style="list-style-type: none"> • Local environment to gather observation items? 	<ul style="list-style-type: none"> • Bird of prey visitor? • Applecast Farm?
<u>Resources</u>	<ul style="list-style-type: none"> • Graphite sticks • B pencils • Handwriting pens • Pastels and chalks 	<ul style="list-style-type: none"> • Paper • Printing ink & Rollers • Plasticine • Printing foam • Ready Mixed Paints & Paintbrushes • Cardboard • Soft pencils 	<ul style="list-style-type: none"> • Soft B pencils • Coloured pencils • Handwriting pens • Oil/chalk pastels • Feathers • A2 Cartridge paper • Newsprint • Wax crayons

		<ul style="list-style-type: none"> • Observation objects- flowers, shells, leaves, twigs etc • Wax crayons 	<ul style="list-style-type: none"> • Corrugated card/foamboard • Wire/paper clips
<u>Focused Artists</u>	<ul style="list-style-type: none"> • Molly Haslund 	N/A	<ul style="list-style-type: none"> • Andrea Butler
<u>Year 2</u>	<u>Autumn- Explore & Draw</u>	<u>Spring- Expressive Painting</u>	<u>Summer- Be an architect</u>
<u>Objectives</u>	<ul style="list-style-type: none"> • To learn about how some artists explore the world around them to help them find inspiration. • To use their local environment to collect things which catch their eye. • To explore composition by arranging the things that they have collected and explaining why they have arranged them. • To take photographs of their artwork and to think about focus and light. • To practice observational drawing- focusing for 5 or 10 minutes. • To combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in their observational drawings. • To explore how they can use line, shape and colour in their work. • To cut out and collage to explore composition. • To evaluate their artwork. 	<ul style="list-style-type: none"> • To understand what loose, expressive paintings are. • To evaluate artist's work. • To recognise primary colours and mix secondary colours- experimenting with hues by changing the amount of primary colours they add. • To use 'home-made' tools to apply paint in abstract patterns. • To make a loose drawing from a still life. • To use gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. • To share and evaluate their own artwork and their classmates'. • To take a photograph of their final piece, thinking about focus and lighting. 	<ul style="list-style-type: none"> • To understand what an architect is. • To understand that architecture can be large, incredible buildings, or smaller places. • To explain how architecture makes them feel, what they like and what they think is interesting. • To use their sketchbook to help them look at architecture really carefully. To use drawings and notes and explore line and shape. • To understand how architects use their imaginations to try to design buildings which make people's lives better. • To make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. • To explore a variety of materials, reshaping the materials and fasten them together to make their model. • To understand that they can design as they make. • To share and evaluate their own artwork and their classmates'. • To use digital media to document

			my work, including taking photographs and short videos.
<u>Pathway Skills</u>	<ul style="list-style-type: none"> • Drawing • Sketchbooks • Collage 	<ul style="list-style-type: none"> • Painting • Sketchbooks 	<ul style="list-style-type: none"> • Architecture • Drawing • Sketchbooks • Collage • Making
<u>Sticky Knowledge</u>	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • How artists explore the world and bring things back to their studios to help them make art. • How they used their environment, to find things they could draw from, using close observational looking. • What composition means. (How things are put together to make a whole image) • Describe how they arrange things on a page, to create compositions which they like. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Wax Resist • Arrange • Shade • Observational Drawing • Intention • Tone 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • What a still life painting is and looks like. • What expressive painting is. • What is meant by abstract art. • How artists use impasto and sgraffito to give texture to the painting. (impasto-layering paint thickly on to a surface. Sgraffito-layering multiple colours of paint thickly on to a surface then scratching away to show the underneath) <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Loose • Impression • Tints • Texture • Dissect 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • What an architect is. • How we can use digital tools such as drones, photographs and film to inspire us in art • What “Design Through Making” is. (Drawing and designing during the project- not planning properly before hand) <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Architect • Model • Scale • Model making • Structure
<u>Cross-Curricular Links</u>	<p>Geography: habitats. Maths: pattern, sequence, symmetry, pictorial representation, repetition. Science: plants, trees, habitats, seasons,</p>	<p>Geography: weather, habitat, river or sea.</p>	<p>Geography: habitats, cities, towns and villages, ports & harbours. History: architecture of different ages or cultures, e.g. Great Fire of London.</p>

	<p>growth PSHE: peer discussion, collaboration.</p>		<p>Maths: measuring, 2D/3D shapes. Science: properties of materials e.g. make your architecture waterproof, rough, smooth? PSHE: Collaboration, peer discussion, ethnic identity, different religions (architecture representative of).</p>
<u>Experiences & Trips</u>	<ul style="list-style-type: none"> Local environment to gather observation items. 		<ul style="list-style-type: none"> Drone visit? Walk around Burscough- photos of buildings?
<u>Resources</u>	<ul style="list-style-type: none"> Soft B pencils Handwriting pens Cartridge paper Metallic wax crayons Brusho ink Water colours Graphite Charcoal inks 	<ul style="list-style-type: none"> soft b pencils handwriting pens 'found tools' (string, shoe brushes, wire, rags etc) Carboard Acrylic or ready mixed paints Still life objects (cups, balls, mugs..) 	<ul style="list-style-type: none"> Soft b pencils Coloured pencils Felt tips Handwriting pens Construction materials- Recycled card & paper, wire (modelling wire and thinner florists wire), modroc, paper fasteners, elastic bands, string/wool/ribbons etc, needles and thread, fabrics, pipe cleaners, straws, elastic bands, lollysticks, coffee stirrers, matchsticks, willow sticks – can also use found sticks, foamboard / mountboard
<u>Focused Artists</u>	<ul style="list-style-type: none"> Rosie James Alice Fox 	<ul style="list-style-type: none"> Marela Zacarías Charlie French Vincent Van Gogh Cezanne 	<ul style="list-style-type: none"> Hundertwasser Zaha Hadid Heatherwick Studios
<u>Year 3</u>	<u>Autumn- Gestural Drawings</u>	<u>Spring- Cloth, thread, paint</u>	<u>Summer-Telling stories etc</u>
<u>Objectives</u>	<ul style="list-style-type: none"> To evaluate an artist's work. To experiment with the types of marks they can make with charcoal and using their hands. 	<ul style="list-style-type: none"> To explore and evaluate how artists combine media and use them in unusual ways to make art. 	<ul style="list-style-type: none"> To use their sketchbook to explore their responses to the chosen book/film, making visual notes, jotting down ideas and testing

	<ul style="list-style-type: none"> To work on larger sheets of paper and make loose, gestural sketches using their body. To understand what Chiaroscuro is and how to use it in their work. To use light and dark tonal values to create a sense of drama. To use their body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. To take photographs of their work, thinking about focus, lighting, and composition. To share and evaluate their own artwork and their classmates'. 	<ul style="list-style-type: none"> To use their sketchbook to make notes, test ideas and explore colour and mark making. To use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. To use thread and stitching to create textural marks over the top of their painted canvas, creating interesting marks which reflect their response to the landscape. To take photographs of their work, thinking about lighting and focus. To share and evaluate their own artwork and their classmates'. 	<p>materials.</p> <ul style="list-style-type: none"> To make a sculpture using materials to model or construct which is inspired by a character in a book or film. To reflect and share how the way they made their sculpture helps capture their feelings about the original character. To share and evaluate their own artwork and their classmates. To take photographs of their work thinking about focus, background and lighting.
<u>Pathway Skills</u>	<ul style="list-style-type: none"> Drawing Sketchbooks 	<ul style="list-style-type: none"> Painting Sewing Drawing Sketchbooks 	<ul style="list-style-type: none"> Drawing Sculpture Sketchbooks
<u>Sticky Knowledge</u>	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> What is meant by 'gestural marks'. (how the artist makes marks on paper- usually free flowing and links to their inner emotional state) That when we draw we can move around and create a sense of drama. How they use charcoal to make their art more dramatic. How we can use light to make our 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> That artists can combine art and craft using painting and sewing together to make art. How they can add sewing on to a painting to make a full picture. That we use lots of different materials and techniques to make interesting art. <p>Key Vocabulary:</p>	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> That we can take inspiration from film and stories to create art. How artists sometimes use sketchbooks to understand and explore their own response to an artist's work. How to make their model stand upright.

	<p>subject matter more dramatic.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Gestural • Sweeping • Energetic • Atmosphere • Midtone, • Silhouette 	<ul style="list-style-type: none"> • Dilute • Tension • Repeated • Dot • Dash 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Exaggerate • Sculpture • Modroc • Model • Character • Composition
<p><u>Cross-Curricular Links</u></p>	<p>Music & Drama: Listen to music to influence marks and movement while children do the "Dancing with Charcoal".</p>	<p>Geography: landscapes/oceans History: local history events Science: habitats, local environment Maths: pattern, measuring</p>	<p>English: "character" books such as Roald Dahl's Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making. Science: Materials, animals, micro habitats. Maths: 2D/3D shapes, measuring, weight. PSHE: Responsibility to the planet, collaboration, peer discussion.</p>
<p><u>Experiences & Trips</u></p>	<p>Dance session?</p>	<p>Local environment</p>	
<p><u>Resources</u></p>	<ul style="list-style-type: none"> • Charcoal • Erasers • White chalk • Torches • Small toys/objects • Scrap card • Sugar paper • Modelling materials • Carboard boxes • Tape 	<ul style="list-style-type: none"> • Soft B pencils • Coloured pencils • Handwriting pens • Calico/ neutral fabric • Acrylic/poster paint • Sewing thread • Needles • Large canvas sheet • White emulsion paint 	<ul style="list-style-type: none"> • Soft b pencils • Coloured pencils • Oil/chalk pastels • Handwriting pens • A2/A3 cartridge paper • Modroc • Newspaper • Masking tape • Air dry clay • Acrylic/ ready mixed paint

	<ul style="list-style-type: none"> • Newspaper • Wallpaper 		<ul style="list-style-type: none"> • Plasticine • Cartridge paper • Corrugated card circles • Wire • Tissue paper • Feathers
<u>Focused Artists</u>	<ul style="list-style-type: none"> • Heather Hansen • Laura McKendry • Edgar Degas 	<ul style="list-style-type: none"> • Alice Kettle • Hannah Rae 	<ul style="list-style-type: none"> • Rosie Hurley • Inbal Leitner • Roald Dahl • Quentin Blake
<u>Year 4</u>	<u>Autumn- Storytelling Through Drawing</u>	<u>Spring- Exploring Still Life</u>	<u>Summer- Sculpture, structure, inventions & determination</u>
<u>Objectives</u>	<ul style="list-style-type: none"> • To explore and evaluate the work of artists who tell stories through imagery. • To use a sketchbook to record their ideas and thoughts generated by looking at other artists' work, poetry and stories. • To use line, shape, and colour using a variety of materials to test their ideas. • To think about how they might use composition, sequencing, mark making and some text in their drawings. • To create a finished piece which contains sequenced images to describe a narrative. • To share and evaluate their own artwork and their classmates'. • To take a photograph of their work, thinking about lighting and focus. 	<ul style="list-style-type: none"> • To explore the work of contemporary and more traditional artists who work within the still life genre. • To express their thoughts about other artists' work, and talk about the meanings of objects as artists present them. • To use their sketchbook to make visual notes, record and reflect. • To draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. • To share and evaluate their own artwork and their classmates'. 	<ul style="list-style-type: none"> • To feel safe to take creative risks when they work. They enjoy the feeling of experimenting with materials. • To feel ok when they are being challenged by materials and ideas. They can feel ok when they don't know exactly what they're doing. • To use a variety of drawing materials to make experimental drawings based upon observation. • To construct with a variety of materials to make a sculpture. • To share and evaluate their own artwork and their classmates'. • To take a photograph of their work, thinking about lighting and focus.

<p><u>Pathway Skills</u></p>	<ul style="list-style-type: none"> • Drawing • Sketchbooks 	<ul style="list-style-type: none"> • Painting • Drawing • Collage • Sketchbooks • Relief 	<ul style="list-style-type: none"> • Drawing • Sketchbooks • Sculpture
<p><u>Sticky Knowledge</u></p>	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • That we can tell stories through drawings and can include text to add meaning. • That we can sequence drawings to help viewers respond to our story. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Illustration/ Illustrator • Graphic Novel • Prose • Quill • Water-soluble • Composition 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • What still life is. (when artists make work in response to static objects around them) • That still life has been a genre for many hundreds of years, and is it still relevant today. • That we can make a still life creative response in many media: drawing, painting, collage, relief... • What composition is (How things are put together to make a whole image) <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Viewfinder • Hue • Tint • Still life • Genre • Traditional 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • 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. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • 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>Key Vocabulary:</p> <ul style="list-style-type: none"> • Personality traits • Construct • Tools • Pliers • Focus • Composition
<p><u>Cross-Curricular Links</u></p>	<ul style="list-style-type: none"> • English: A graphic novel for inspiration- The Jabberwocky by Lewis Carol • History: Link story to an event in 	<ul style="list-style-type: none"> • History: Objects related to your chosen ancient civilisation • Maths: 2D and 3D shapes, pattern 	<ul style="list-style-type: none"> • Geography: birds/migration via the North and South hemisphere. • Science: materials, habitats. • PSHE: Supports responsibility to

	<p>history (The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.)</p> <ul style="list-style-type: none"> • Science: light and shadow • PSHE: Supports Collaboration, peer discussion. 	<ul style="list-style-type: none"> • Science: Plants, trees and flowers, rocks and fossils, light and shadow 	<p>the planet, collaboration, peer discussion.</p>
<u>Experiences & Trips</u>		<ul style="list-style-type: none"> • Museum box? • Museum trip? 	
<u>Resources</u>	<ul style="list-style-type: none"> • Soft b pencils • Handwriting pen • Coloured pencils • Oil/chalk pastels • Charcoal • Graphite • Ink • Paints • A2/A3 cartridge paper 	<ul style="list-style-type: none"> • Soft b pencils • Cartridge paper • Sharpies/felt tips • Handwriting ink/watercolour paints • Fine paintbrushes • Small, solid objects to draw • Sponges • Bubble wrap • Acrylic/ ready mixed paints • Cloths/tea towels • Colourful fruits • Large bowls/vases/ bottles etc • Clay • Clay tools/boards • Foamboard 	<ul style="list-style-type: none"> • A3 cartridge paper • Soft b and hard h pencils • Ink • Graphite sticks • Water soluble graphite • Wax crayons • Water colour paints
<u>Focused Artists</u>	<ul style="list-style-type: none"> • Laura Carlin • Shaun Tan 	<ul style="list-style-type: none"> • Paul Cezanne • Peter Claesz • Melchior d' Hondecoeter • Jan Davidsz • Jacob Vosmaer • Hilary Pecis • Nicole Dyer • Baas Meeuws • Hirasho Sato 	<ul style="list-style-type: none"> • Marcus Coates

<u>Year 5</u>	<u>Autumn- Typography and Maps</u>	<u>Spring- Mixed Media Landscapes</u>	<u>Summer- Set Design</u>
<u>Objectives</u>	<ul style="list-style-type: none"> • To explore typography and understand it is used to help communicate ideas or emotions. • To make their drawings appear visually stronger by working over maps or newspaper. • To evaluate how some artists use their typography skills and drawing skills to make maps which are personal to them. To reflect upon what they think the artist’s maps mean, what they like about them, and what interests them. • To use their mark making, cutting and collage skills to create their own visual map, using symbols, drawn elements and typography to express themes which are important to them. • To share and evaluate their own artwork and their classmates’. 	<ul style="list-style-type: none"> • To understand 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. • To extend their sketchbook thinking creatively about how they can change the pages giving them self different sizes and shapes of paper to work on. • To use their sketchbook to explore and experiment. To take creative risks and be able to reflect upon what worked and what didn’t work. • To share their journey and discoveries with others and to be able to reflect upon what they have learnt. • To appreciate and be inspired by the work of their classmates, and to share their response to their work. 	<ul style="list-style-type: none"> • To know that artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. • To respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys their interpretation of the mood/narrative of the original stimulus. • To use their sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. • To share their process and outcome with their classmates, articulating their ideas and methods. They can listen to their feedback and take it on board. • To take photographs or film of their artwork thinking about presentation, lighting, focus and composition. • I can use my animation set as backdrop to an animation.
<u>Pathway</u>	<ul style="list-style-type: none"> • Typography, 	<ul style="list-style-type: none"> • Painting, 	<ul style="list-style-type: none"> • Set Design,

<p><u>Skills</u></p>	<ul style="list-style-type: none"> • Drawing, • Collage, • Sketchbooks 	<ul style="list-style-type: none"> • Drawing, • Sketchbooks 	<ul style="list-style-type: none"> • Making, • Drawing, • Sketchbooks
<p><u>Sticky Knowledge</u></p>	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • 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. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Typography • Intention • Exploratory • Visual Impact • Pictorial Maps 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • That artists often work outside (plein air) so that all their senses can be used to inform the work. • To understand what mixed media is and 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”. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Landscape • Cityscape • Sense • Spirit • Capture 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). • That artists must think about lighting, scale, perspective, composition, and sound when creating sets. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Stimulus • Interpretation • Vision • Drama • Maquette
<p><u>Cross-Curricular Links</u></p>	<p>Geography: Trade links, digital mapping, ordinance survey maps, detailed sketching of maps.</p> <p>History: Create maps inspired by your chosen ancient civilisation topic e.g. an</p>	<p>Geography: Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping.</p> <p>Science: Local habitat, Environmental</p>	<p>English: Create set designs inspired by your chosen play or book (for example Esio Trot).</p> <p>History: Create a ‘scene’ inspired by your chosen civilisation topic e.g. a</p>

	Anglo Saxon settlement or village. Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.	changes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.	Roman amphitheatre. Science: Light, shadow. Music & Drama: Link to projects in Music and Drama. PSHE: Collaboration, Peer Discussion.
<u>Experiences & Trips</u>	Local area	Local area	Edge Hill University? Ormskirk Theatre Company?
<u>Resources</u>	<ul style="list-style-type: none"> • Soft b pencils • Handwriting pens • Cartridge paper • Old maps or newspapers • A1 cartridge paper • Assorted small objects and plants • PVA glue • Tape • scissors 	<ul style="list-style-type: none"> • Soft b pencils • Handwriting pens • Sharpies • Coloured pencils • Oil/chalk pastels • Charcoal • Water colour paint • Acrylic paint • Ink • Assorted papers and envelopes • glue 	<ul style="list-style-type: none"> • Soft B pencils, • A2 cartridge paper, • charcoal, • cardboard boxes, • selection of small toys, • construction materials.
<u>Focused Artists</u>	<ul style="list-style-type: none"> • Louise Fili, • Grayson Perry, • Paula Scher, • Chris Kenny 	<ul style="list-style-type: none"> • Vanessa Gardiner, • Shoreditch Sketcher, • Kittie Jones 	<ul style="list-style-type: none"> • Rae Smith, • Fausto Melotti, • Tiny Inventions, • Rose Hurley, • Gabby Savage-Dickson
<u>Year 6</u>	<u>Autumn- 2D drawing to 3D making</u>	<u>Spring- Activism</u>	<u>Summer- Brave Colour</u>
<u>Objectives</u>	<ul style="list-style-type: none"> • To use line, mark making, tonal values, colour, shape and composition to make their work interesting. • To use negative space and the grid method to help them see and draw. 	<ul style="list-style-type: none"> • To understand how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • To understand their classmates 	<ul style="list-style-type: none"> • To explore the work of installation artists who use colour, light and form to create immersive environments. To imagine what it might be like to be in those environments, and to share their

	<ul style="list-style-type: none"> • To explore typography and design lettering which is fit for purpose. • To transform their drawing into a three dimensional object. • To share their work with others, and talk about their intention and the outcome. To listen to their response and take their feedback on board. • To appreciate the work of their classmates. To listen to their intentions and share their response to their work. • To photograph their three dimensional work, thinking about presentation, lighting, focus and composition. 	<p>may have different things they care about, or share things we care about, but they are all valid.</p> <ul style="list-style-type: none"> • To create visuals and text which communicate their message. • To use line, shape and colour to make their artwork and use typography to make their messages stand out. • To combine different techniques such as print, collage and drawing. • To reflect and articulate about their own artwork and artwork made by their classmates. 	<p>thoughts with others.</p> <ul style="list-style-type: none"> • To respond to a creative challenge or stimulus, research the area, and make a creative response. • To create a 3d model or 2d artwork which shares their vision with others. • To use a sketchbook to focus their exploration of colour, taking time to record thoughts, test ideas and reflect. • To take photos of their artwork, thinking about focus, lighting and composition. • To present their ideas and vision to others, articulate their thoughts and listen to the response of their classmates, taking on board their feedback.
<u>Pathway Skills</u>	<ul style="list-style-type: none"> • Drawing, • Sculpture, • Graphic Design, • Collage, • Sketchbooks 	<ul style="list-style-type: none"> • Printing, • Collaging, • Drawing 	<ul style="list-style-type: none"> • Installation Art, • Sketchbooks
<u>Sticky Knowledge</u>	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • That we can use methods such as 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • That artists can use art as a way 	<p>Pupils should be able to explain:</p> <ul style="list-style-type: none"> • That artists can create immersive environments using colour, light,

	<p>the grid method and looking at negative space to help us draw.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Packaging • Negative space • Grid method • Scaling up • Net 	<p>to express their opinions, using their skills to speak for sectors of society.</p> <ul style="list-style-type: none"> • 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. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Activism • Zine • Screen-printing 	<p>form and sometimes sound to create a transformative experience for others.</p> <ul style="list-style-type: none"> • 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. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Visual notes • Installation art • Environment • Viewer • Installation • immersive
<p><u>Cross-Curricular Links</u></p>	<p>English: Create characters inspired by literature.</p> <p>History: Create characters inspired by theme.</p> <p>Maths: 2D and 3D shapes, measuring, symmetry, angles, plot points.</p> <p>PSHE: Collaboration, Peer Discussion.</p>	<p>History: Look at the messaging from WW2 posters.</p> <p>Science: Environmental changes, deforestation.</p> <p>PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.</p>	<p>Science: Light, shadows.</p> <p>PSHE: Collaboration, Peer Discussion.</p>
<p><u>Experiences</u></p>			<p>Liverpool museum</p>

<u>& Trips</u>			Harris Museum and art gallery
<u>Resources</u>	<ul style="list-style-type: none"> • corrugated cardboard, • silhouette images of dogs, • handwriting pens, • soft b pencils • paper/newspapers/photocopies, • PVA glue, • tape, • scissors, • food packaging, • ink, • brushes, • sharpies, • acrylic/poster paint, • coloured crayons, • string, • big needles, • wire. 	<ul style="list-style-type: none"> • Soft b pencils • Handwriting pens • Sharpies • Wallpaper samples, • White acrylic paint, PVA • Glue • Masking tape • Silk screen mesh • Printing ink • Prinking medium, • Newsprint • Cartridge paper • Pen/pencil • Craft knives • Bucket • A4 acetate sheets 	<ul style="list-style-type: none"> • Selection of papers, • elastic bands, • cardboard, • soft pencils, • coloured pencils, • oil/chalk pastels, • water colour paint, • inks, • acrylic or ready mixed paint, • brushes, • collage papers, • PVA glue, • scissors. • Mini World Light Boxes- Cardboard boxes, pencils, felt tip pens, sharpies paper/card, junk modelling materials, torches, marbling materials, paper, marbling inks, sticks for mixing, trays, PVA glue, scissors. • Sculptural Challenge: Colourful Walls and Option 3: Sculptural Challenge: Light and Form – Construction Materials
<u>Focused Artists</u>	<ul style="list-style-type: none"> • Lubaina Himid, • Claire Harrup 	<ul style="list-style-type: none"> • Luba Lukova, • Faith Ringgold, • Shepard Fairey 	<ul style="list-style-type: none"> • Olafur Eliasson, • Yinka Ilori, • Morag Myerscough, • Liz West