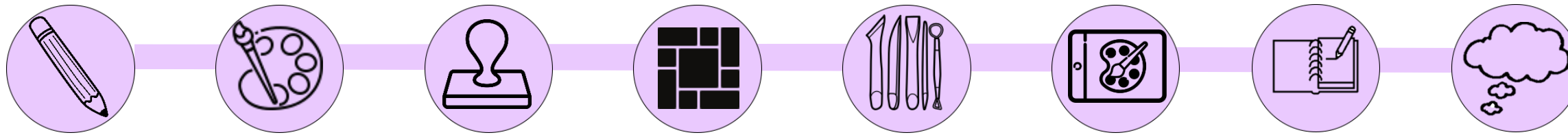
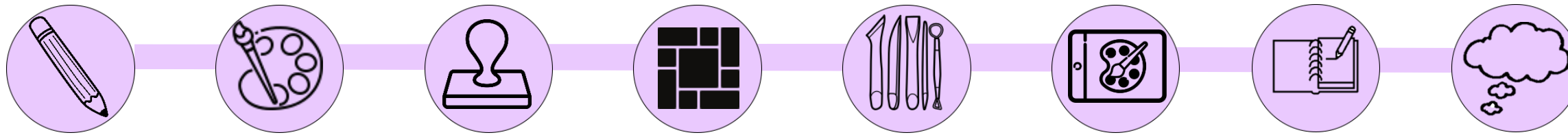
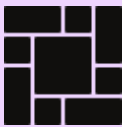



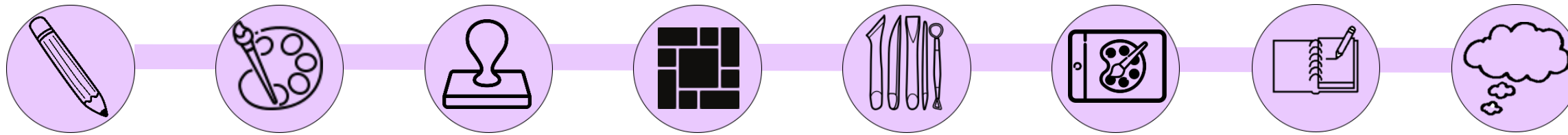
	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Drawing	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour</p>	<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p>	<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Explore the world through Monoprint</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p>	<p>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 3D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 3D</p> <p>Use collage to add tonal marks to the "flat image". 2D to 3D</p>
Sketchbooks	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Use and explore a variety of materials, tools and techniques experiments with colour</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Use and explore a variety of materials, tools and techniques experiments with colour</p>	<p>Develop experience of primary and secondary colours Spirals Exploring Watercolour</p> <p>Practice observational drawing Spirals Making Birds</p> <p>Explore mark making Spirals Exploring Watercolour Making Birds</p>	<p>Make a new sketchbook (Elastic Band or Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Explore the world through Monoprint Be an Architect</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore the world through Monoprint</p>	<p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Cloth, Thread, Paint Telling Stories</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Cloth, Thread, Paint Telling Stories</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern Festival Feasts</p> <p>Reflect. Storytelling Through Drawing</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Fashion Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Architecture: Big or Small Fashion Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small Fashion Design</p> <p>Experiment with colour mixing and pattern, working towards creating a design. Architecture: Big or Small Fashion Design</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 3D Activism</p> <p>Using the grid method to scale up an image. 2D to 3D</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p> <p>Explore combinations and layering of media. Activism</p> <p>Develop Mark Making Activism 2D to 3D Shadow Puppets</p> <p>Make visual notes to capture,</p>




	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print making		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experiments with colour</p>	N.A	<p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. <i>Explore the world through Monoprint</i></p>	N.A	N.A	N.A	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <i>Activism</i></p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. <i>Activism</i></p> <p>Or create a zine using similar methods. <i>Activism</i></p>
Painting		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experiments with colour</p>	<p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. <i>Exploring Watercolour</i></p> <p>Paint without a fixed image of what you are painting in mind. <i>Exploring Watercolour</i></p> <p>Respond to your painting, and try to "imagine" an image within. <i>Exploring Watercolour</i></p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. <i>Exploring Watercolour</i></p>	N.A	<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). <i>Telling Stories</i></p> <p>Continue to develop colour mixing skills. <i>Cloth, Thread, Paint</i></p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the</p>	<p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <i>Festival Feasts</i></p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger</p>	<p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see</p>	N.A



	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Collage		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour.</p>	<p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p><i>Making Birds</i></p>	<p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p><i>Explore & Draw</i></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p> <p><i>Explore & Draw</i></p>	N.A	N.A	N.A	N.A
 Making		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experiments with colour</p>	<p>Use a combination of two or more materials to make sculpture.</p> <p><i>Making Birds</i></p> <p>Use construction methods to build.</p> <p><i>Making Birds</i></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p> <p><i>Making Birds</i></p>	<p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p> <p><i>Be an Architect</i></p> <p>Use Design through Making philosophy to playfully construct</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p><i>Telling Stories</i></p> <p>Make an armature to support the sculpture.</p> <p><i>Telling</i></p>	<p>To combine modelling with construction using mixed media and painting to create sculpture.</p> <p><i>Festival</i></p>	<p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</p> <p><i>Architecture: Big or Small</i></p> <p>Option to work in 3d to devise fashion constructed from</p>	<p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials.</p> <p>Working collaboratively to perform a simple show sharing a narrative which has meaning to</p>



	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Purpose/Visual Literacy/Articulation		Share their creations, explaining the process they have used	Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates work. <u>All Pathways</u>	Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint,	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. <u>All</u>	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint,	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus.