











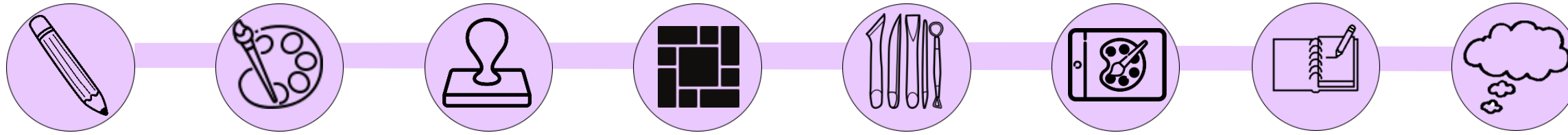








	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Spirals</p> <p>Children will work collaboratively and engage with peer discussion. Children will also explore the ancient tradition of drawing Kolam which will help them develop an appreciation of art from a different cultures</p> 	<p>Explore & Draw</p> <p>In this pathway, children are empowered to go out into the world to generate artistic ideas. Through exploring their local area, children will develop their ability to recognise the things we share in common in our community. Children may engage in discussion about environmental factors that are impacting our communities.</p> 	<p>Gestural Drawing with Charcoal</p> <p>As in their drawing Year 2 pathway, children will learn to discover for themselves using the medium of charcoal. Children will explore artwork created by cave people and draw inspiration from it appreciating the importance of heritage and how the past has shaped our use of art today.</p> 	<p>Storytelling Through Drawing</p> <p>In this pathway, collaboration is supported along with peer discussion. Through illustrating their own text, children will develop a sense of enjoyment and fascination in learning about themselves and may develop a willingness to reflect on their experiences</p> 	<p>Typography & Maps</p> <p>The ability to be collaborate and engage in peer discussion will be developed in this pathway. Children will also learn that maps can be very personal places which reveal things about the person who made them or they can be comments about culture, place and time.</p> 	<p>2D Drawing to 3D Making</p> <p>Children will have the opportunity to work collaboratively and engage with peer discussion. Food packages will be explored and children may share foods that reflect their culture. Moral issues surrounding food packaging (e.g. environmental/health impacts) may also be discussed.</p> 
	SMSC Strand	1a, 1c, 1d, 1e, 3a, 4e,	1a, 1c, 1d, 1e, 2c, 3a, 4c, 4f	1b, 1c, 4a, 4e,	1a, 1c, 1d, 1e, 3a, 3b, 4e,	1a, 1b, 1c, 1d, 1e, 3a, 3b, 4a, 4b, 4c, 4e, 4f
Spring 1	<p>Exploring Watercolour</p> <p>Through discussion of artwork by different artists, children will develop their social skills to work with other pupils to develop a willingness to participate in and respond positively to art. In this pathway, children are given the opportunity to discover for themselves using watercolour.</p> 	<p>Exploring the World Through Mono Print</p> <p>In this pathway, children will consider how to use art elements to make imagery informed by their own perception of the world. Peer discussion and working with others will also be developed in this pathway. Children will also learn about the work of Xgaoc'o X'are and earlier engravings considering cultural and historical influences on art.</p> 	<p>Cloth, Thread, Paint</p> <p>Children will develop their willingness to participate in and respond positively to art and through using local landscapes as artistic inspiration, they will develop a respect and understanding of local communities and landscapes.</p> 	<p>Exploring Pattern</p> <p>Through learning about the artist Shaheen Ahmed, children will develop an understanding and appreciation of the wide range of cultural and religious influence that inform artistic choices. By showing an interest in exploring this they will develop an understanding, acceptable and respect for diversity</p> 	<p>Fashion Design</p> <p>In this pathway, children will consider how they can create art that is also responsible to the planet. They will also consider how fashion contributes to different religious and ethnic identities.</p> 	<p>Activism</p> <p>In this pathway, children are introduced to the idea that art can be used to speak on behalf of communities, express opinions and viewpoints to change the world for the better. This unit helps pupils to find their passion and they message, and enable them to communicate it in their own way.</p> 
	SMSC Strand	1a, 1c, 1d, 1e, 3a, 4e	1b, 1c, 1d, 3a, 4a, 4e, 4f	1c, 1d, 1e, 3a, 3b, 4f	1a, 1b, 1c, 3a, 3c, 4a, 4c, 4d, 4e	1a, 1b, 1c, 1d, 1e, 3a, 3b, 3c, 4a, 4b, 4f



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Making Birds	Be An Architect	Telling Stories Through Drawing & Making	Festival Feasts	Architecture: Dream Big or Small?	Shadow Puppets
	<p>This pathway supports peer discussion, collaboration and helps children to understand their responsibility to the planet and creates an enjoyment and fascination in learning about the world around them.</p> 	<p>Children will explore architecture in their local environment. They will explore the significance of architecture for different religious communities and consider the importance of different pieces of architecture in different communities. Peer collaboration and discussion is also build upon.</p> 	<p>In this pathway, children will develop their use of imagination and creativity in their learning to tell stories through drawing and making. Children will be encouraged to use resources that are recycled developing their responsibility to the planet.</p> 	<p>Through looking at foods from different religions/religious ceremonies children will develop their appreciation of different cultures and religions from around the world. They will consider how food connects us, as families, cultures and communities and reflect on how this relates to their own cultures.</p> 	<p>In this pathway, children will explore the responsibilities architects have to create a better world for us when it comes to planning for homes for the future. Children will also consider responsibility to the planet.</p> 	<p>Children will learn about Malaysian Shadow Puppets to develop their appreciation of how art is embedded in cultural traditions. This will help children develop an understanding and respect for different cultures and global communities.</p> 
SMSC Strand	1c, 2c	1b, 1c, 3a, 4a, 4e, 4f	1c, 1d	1b, 1c, 1d, 3a, 3b, 3c, 4b, 4c, 4f	1d, 4e, 4f	1a, 1b, 1c, 3a, 3c, 4a, 4c, 4f