



Milton Mount Primary School

Art Progression Document

EYFS, Key Stage 1 & Key Stage 2

Intent

At Milton Mount School we are ARTISTS! We follow the Access Art Curriculum which asks “What is the purpose of art?”. We answer through creating opportunities for pupils to explore many different aspects of making, helping pupils and teachers understand the ways art connects us with our past, helps us embrace the present, and empowers us to shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Our curriculum aims to set a benchmark for excellence in art teaching, so we can be proud of our creative curriculum, and pupils and teachers can enjoy the journey and outcomes.

You won't find prescribed teaching ideas and pre-defined outcomes in the Access Art Curriculum. Instead, our emphasis is on journeyful teaching and learning which empowers teachers and pupils to become confident creative decision makers. Teachers and pupils can GROW with our curriculum, and to help that happen we have created clear structures which help teachers understand the WHY as well as the HOW.

Do More

The Art curriculum is structured and sequenced so that all children actively engage in creative and visual responses to a wide range of artists, crafters, designers and architects from a wide range of backgrounds and disciplines using a plethora of different media. During their time with us children use sketchbooks to constantly gather ideas, respond, reflect and grow. They explore their own ideas and pursue them to an outcome that is not pre-defined; instead (with the care of their teacher) outcomes are unique and personal.

“We want to enable all pupils to value their creativity, whatever form that takes and however it manifests itself. That means we provide opportunities for children to explore lots of different making opportunities, as well as thinking creatively and critically about the purpose’s art serves.”

Know More

Our Primary Art Curriculum is knowledge-rich, and pupils will learn a wide range of skills, developing understanding and showing clear progression. But crucially, the knowledge and understanding pupils will build will go far beyond the technical, factual knowledge many current curriculums focus upon. Our curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them.

Our Primary Art Curriculum is supported by a series of “Talking Points” resources, carefully curated to introduce teachers and pupils to a wide variety of artists, designers and craftspeople from across the world. We study these artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world.

Remember More

There is a lot of misunderstanding about sequencing and progression in Primary Art. There are no set sequences, and no right and wrong order in the way we introduce skills. Instead, learning is built through a weaving and layering and revisiting of experiences. This helps to ensure pupils remember more.

The 18 Pathways follow a repeated rhythm, providing lots of time to balance repeated practice with new experiences, quiet approaches with active and dynamic activities, time to work alone with collaborative and community-based activities... all geared to create energy and momentum throughout the year. Teachers assist children in making links to relevant prior learning from the previous lesson, week, month and year as is relevant to the work in which they are engaged. In addition, our curriculum makes explicit links with other areas of study, thus deepening understanding, increasing the number of neuropathways created and ensuring children remember more.

Experience More

Through the Art curriculum at Milton Mount, pupils will experience the work of a range of diverse artists from different backgrounds, cultures, locations and periods of time. By asking ourselves ‘Which artists could we study?’ instead of ‘Which artists could we study?’ we expose pupils to a wider range of experiential possibilities. We endeavour to provide pupils with experience of the widest possible number of materials and disciplines that are carefully layered to maximise the possibilities to which they are exposed. Our Curriculum is designed around the idea that art is far more than a series of technical skills, our holistic curriculum nurtures creative thinking skills and helps ensure your pupils learn through art, as well as about art.

Consider more

By experiencing our art curriculum children will have the reflective and creative abilities to consider many different approaches, opinions, cultures etc. that they have been exposed to during their time with us. The ways in which we break down preconceptions of what art is will open their minds to considering different approaches in other walks of life. Also, they will have worked collaboratively therefore be able to consider the feeling, opinions and responses of others.

Art Curriculum Map

Sequencing

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing & Sketchbooks	<p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</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>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>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.</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>Molly Haslund.</p>	<p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. 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.</p> <p>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. 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.</p> <p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming 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.</p> <p>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</p>	<p>Pupils will begin to explore charcoal as a drawing material. 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.</p> <p>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'.</p> <p>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.</p> <p>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.</p> <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the</p>	<p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>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.</p> <p>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.</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>Laura Carlin, Shaun Tan</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. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Pupils will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</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>Lubaina Himid, Claire Harrup</p>	<p>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.</p> <p>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.</p> <p>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.</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. 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.</p> <p>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.</p>

	<p>start considering 'composition' when making 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>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>	<p>work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</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>Edgar Degas, Laura McKendry, Heather Hansen</p>			<p>Louise Fili, Grayson Perry, Paula Scher</p>
--	---	--	--	--	--

Skills

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing & Sketchbooks	<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p>	<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</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.</p>	<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing Photograph.</p>	<p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p>Understand that animators make drawings that move.</p>	<p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p>	<p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p> <p>Explore using negative and positive space to "see" and draw a simple element/object.</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>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Pupils draw from first hand observation, observing detail using materials above plus</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.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition.</p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p>	<p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</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.</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry</p>	<p>Use the grid system to scale up the image above, transferring the image onto card</p> <p>Use collage to add tonal marks to the "flat image".</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.</p>

	pastel, oil pastel and or pencil crayon.		Develop mark making skills by deconstructing the work of artists.	comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. 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.		
--	--	--	---	---	--	--

Sequencing

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Surface and Colour	<p>Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.</p> <p>Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own.</p> <p>Pupils work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils 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 work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. 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. 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. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.</p> <p>Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using</p>	<p>Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They 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>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.</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. 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>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. 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</p>	<p>Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.</p> <p>Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide.</p> <p>Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on</p>	<p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</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 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> <p>Luba Lukova, Faith Ringgold, Shepard Fairey</p>

	<p>Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion. Paul Klee, Emma Burleigh</p>	<p>carbon paper, creating observational drawings of objects. They 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 will discover without working towards a predefined outcome. 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. 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>Xgaoc'o Xare</p>	<p>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. Alice Kettle, Hannah Rae</p>	<p>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>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p>exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</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 Ipads. Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p>	
--	--	---	--	--	---	--

Skills

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Surface and Colour	<p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <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.</p>	<p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p>	<p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <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.</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.</p> <p>Or create a zine using similar methods.</p>

Sequencing

Summer Term	Making Birds Sculpture, Drawing, Collage, Sketchbooks	Be An Architect Architecture, sketchbooks, drawing	Telling Stories Through Making Sculpture, Drawing, Sketchbooks	Festival Feasts Drawing, Making, Painting, Sketchbooks	Set Design Making, Drawing, Sketchbooks	Shadow Puppets Making, Drawing, Sketchbooks
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold; text-align: center;">Working in 3 Dimensions</p>	<p>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.</p>	<p>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.</p>	<p>Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.</p>	<p>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. 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.</p>	<p>Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings</p>	<p>Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper.</p>
	<p>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.</p>	<p>Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.</p>	<p>Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.</p>	<p>Pupils will explore their favourite foods through sculpture.</p>	<p>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.</p>	<p>They will understand how paper can be cut and shaped to create puppets.</p> <p>They will record their responses and ideas in sketchbooks.</p>
	<p>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.</p>	<p>Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.</p>	<p>Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour.</p>	<p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p>	<p>Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set.</p>	<p>They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes.</p>
	<p>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. 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.</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 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>Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form.</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 perform a shadow puppet show.</p>
	<p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about</p>	<p>Hundertwasser, Zaha Hadid, Heatherwick Studios</p>	<p>Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p>	<p>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.</p>	<p>Pupils will work in pairs or teams to document their work using cameras or Ipad.</p>	<p>Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillip Otto Runge, Pippa Dyrllaga, Thomas Witte</p>
	<p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about</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. Pupils will reflect upon all stages of the journey</p>	<p>Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p>	

	their individual and collective work.			and reference the artists studied. If available, they will take photographs of their work on tablets or cameras. Claes Oldenberg, Lucia Hierro		
--	---------------------------------------	--	--	--	--	--

Skills

Summer Term	Making Birds Sculpture, Drawing, Collage, Sketchbooks	Be An Architect Architecture, sketchbooks, drawing	Telling Stories Through Making Sculpture, Drawing, Sketchbooks	Festival Feasts Drawing, Making, Painting, Sketchbooks	Set Design Making, Drawing, Sketchbooks	Shadow Puppets Making, Drawing, Sketchbooks
Working in 3 Dimensions	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making"	Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction.	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right	Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others.	Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.
	Use a combination of two or more materials to make sculpture. Use construction methods to build.	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. Use Design through Making philosophy to playfully construct towards a loose brief.	That clay and Modroc are soft materials which finally dry/set hard. An armature is an interior framework which support a sculpture.	To combine modelling with construction using mixed media and painting to create sculpture.	Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.	Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.
	Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Make an armature to support the sculpture.			

The development of SMSC and the promotion of British Values in the Art Curriculum

<p>Spiritual Children:</p> <ul style="list-style-type: none"> • Reflect on their experiences and learning and express their opinions about their own and their peers' work. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and others' artwork. • Develop aesthetic appreciation – through theme, style and resources • Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that often, making mistakes marks the beginning of learning. • Accommodate differences and enable others to succeed – children are supportive of each other when working individually and collaboratively. • Ask questions, offer ideas and make connections eg understand that patterns can be purely decorative or hold symbolic significance (yr4). • Display creativity and imagination in developing a design. • Ask and answer questions about the starting points for their work, and develop their ideas. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work 	<p>Moral Children:</p> <ul style="list-style-type: none"> • Model positive relationships and interactions eg fairness, integrity, respect for people, resolution of differences of opinion/ideas - sharing equipment and ideas. • Recognise and respect rules and codes of good practice when using equipment. (eg observing each others' work, using sharp objects such as scissors, cleaning and storing paintbrushes) • Demonstrate self discipline – eg children follow success criteria for a particular task. • Show an interest in investigating and offering reasoned views about moral and ethical issues. Eg creating rainforest collages with a protest theme based on inspiration from Bob and Roberta Smith (Yr5) • Investigate visual, tactile and other sensory qualities of their own and others work. • Develop knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed eg identity work by Mike Barrett (Yr5)
<p>Social Children:</p> <ul style="list-style-type: none"> • Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • Participate in school events and local competitions in the wider community eg ... • Demonstrate leadership skills by acting as an "art expert" in class • Investigate the possibilities of a range of materials and processes eg in printing with a variety of materials, marbling using different surfaces, painting using different brushes and textures of paint • Investigate different kinds of art, craft and design (eg in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet) 	<p>Cultural Children:</p> <ul style="list-style-type: none"> • Engage with a range of images and artefacts from different contexts, e.g. pupils will be introduced to the work of Hundertwasser and use images and videos to frame discussion around his work (Yr2) • Recognise the varied characteristics of different cultures and use them to inform their creating and making – eg discovering that maps can reveal things about the artist who made them, provide comments about a culture, place, and time (Yr 6) • Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts.
<p>British Values</p> <p>Our Art curriculum delivers British values through encouraging a sense of enjoyment and fascination in learning about the world around us and participating actively in artistic and creative activities.</p> <ul style="list-style-type: none"> • Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within art. • Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others. • Children discuss and work in the style of a wide variety of artists and designers from across the world. • Work by British artists is promoted throughout the school eg Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barret (Yr5). 	

- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)
- Peer-assessment is embedded in the Art curriculum which encourages pupils to support each other.

Vocabulary Progression in Art

<p>Year 1</p>	<p>Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making</p> <p>Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think</p>	<p>Simple Printmaking: Print, Press, Pressure, Paint</p> <p>Primary colours: Red, Yellow, Blue</p> <p>Shape, Line, Arrangement</p> <p>Rubbing, Texture,</p> <p>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p> <p>Explore, Try, Test, Reflect</p> <p>Artwork, Artist: Printmaker</p> <p>Relief print, Plasticine, Plate, Impression,</p> <p>Colour Mixing, Secondary Colours: Green, Orange, Purple</p> <p>Pattern, Sequence, Picture, Image</p> <p>Reflect, Discuss, Share, Crit</p>		<p>Exploring Watercolour: Watercolour, Brush</p> <p>Wash</p> <p>Wet on dry</p> <p>Wet on wet</p> <p>Mark making</p> <p>Primary colours, secondary colours, Colour mixing</p> <p>Fluid,</p> <p>Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop</p> <p>Scale</p> <p>Reflect, Share, Discuss</p>	<p>Making Birds: Lines, Shapes, Mark Making, Texture</p> <p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</p> <p>Observation, Close study,</p> <p>Blending, Texture</p> <p>Explore, Discover</p> <p>Transform,</p> <p>Fold</p> <p>Tear</p> <p>Crumple</p> <p>Collage</p> <p>Sculpture, Structure, Balance</p> <p>Texture, Personality, Character,</p> <p>Installation</p> <p>Flock</p> <p>Collaboration</p> <p>Present, Reflect, Share, Discuss</p>	
<p>Year 2</p>	<p>Explore & Draw: Explore, Collect, ReSee, Imagine, Curious,</p> <p>Present, Re-present, arrange, composition</p> <p>Photograph, Focus, Light, Shade,</p>	<p>Explore the World Through Monoprint: Close Looking, Pausing, Seeing & Understanding,</p> <p>Listening, Reacting, Thinking, Considering</p> <p>Mark Making, Pressure,</p>	<p>Be An Architect: Architect, Architecture, Designer, Maker</p> <p>Model, Scale,</p> <p>Response, Imagination, experience.</p>		<p>Stick Transformation: Design Through Making, Play, Explore, Experiment,</p> <p>Fasten, Construct, Respond, Think</p>	

	<p>Colour, Pattern</p> <p>Observational Drawing, Close study, Draw slowly, Intention,</p> <p>Pressure, Line, Mark, Page</p> <p>Sense of Touch</p> <p>Wax resist, Graphite, Watercolour, Brusho, Pencil,</p> <p>Mark making, Line, Tone, Shape,</p> <p>Reflect, Present, Share, Discuss, Feedback</p>	<p>Line, Speed, Fast, Slow,</p> <p>Experiment, Explore, Represent, Impression, Try,</p> <p>Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel</p> <p>Focus, Slow, Careful, Considered, Life size, Scale,</p> <p>Shape, Form, Light, Dark, Shadow, Ground,</p> <p>Crit, Share, Reflect, Feedback, Respond</p> <p>Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple</p> <p>Pattern, Sequence, Picture, Image</p> <p>Narrative, Story, Imagination, Invent, Discover</p> <p>Present, Reflect, Discuss, Share, Feedback</p>	<p>Three Dimensional, Form, Structure,</p> <p>Wall, Floor, Window, Door, Roof, Relationship with Area, Community.</p> <p>Response, React, Colour, Form, Shape, Line, Pattern</p> <p>Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element</p> <p>Present, Share, Reflect, Discuss, Feedback,</p> <p>Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>		<p>Form, Personality, Character, Material, Object, Sculpture</p> <p>Find, Imagine, Select, Discard, Edit,</p> <p>Transform, Create</p> <p>Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture</p> <p>Test, Explore, Add,</p> <p>Present, Share, Reflect, Respond, Feedback</p> <p>Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>	
Year 3	<p>Gestural Drawings with Charcoal:</p> <p>Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.</p> <p>Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p>	<p>Working with Shape & Colour:</p> <p>“Show Me What You See”, Response, Sketch, Note, Line, Shape, Capture, Share</p> <p>Cut, Direct, Try, Explore, Test,</p> <p>Colour, Shape, Elements, Composition, Arrange</p>	<p>Telling Stories Through Drawing & Making:</p> <p>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out</p> <p>Respond Response</p> <p>Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture</p>	<p>Paint, Cloth, Thread:</p> <p>Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,</p> <p>Test, Experiment, Try Out, Reflect,</p> <p>Background, Foreground, Detail,</p>	<p>Making Animated Drawings:</p> <p>Animate, Animation, Animator,</p> <p>Character, Movement, Pose, Action, Gesture, Intention</p> <p>Background, Foreground,</p>	<p>Using Natural Materials to Make Images:</p> <p>Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form</p>

	<p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.</p> <p>Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,</p> <p>Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p> <p>Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback</p>	<p>Negative, Positive, Shape</p> <p>Photograph, Composition, Lighting, Focus,</p> <p>Present, Share, Reflect, Respond, Feedback</p>	<p>Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality</p> <p>Present, Share, Reflect, Respond, Feedback,</p> <p>Photograph, Lighting, Composition, Focus, Intention,</p>	<p>Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash</p> <p>Present, Review, Reflect, Process, Outcome</p>	<p>Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback,</p> <p>Film, Focus, Lighting, Stage, Arena,</p>	<p>Transformation, Time,</p> <p>Cyanotype, Anthotype,</p> <p>Present, Share, Reflect, Respond, Feedback, Document</p>
Year 4	<p>Storytelling Through Drawing: Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p> <p>Poetry, Prose, Stage, Arrange</p>	<p>Exploring Pattern: Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves</p> <p>Purpose, Decorative, Pleasing, Aesthetic,</p> <p>Generate, Explore, Experiment,</p>	<p>The Art of Display: Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object</p> <p>Figurative, Clay, 3d Sketches, Empathy, Position, Character,</p> <p>Collect, Re-See, Re-Imagine, Re-Present, Environment,</p>	<p>Exploring Still Life: Still Life, Genre, Traditional, Contemporary,</p> <p>Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,</p>	<p>Sculpture, Structure, Inventiveness & Determination: Personality Traits</p> <p>Exploration, Inventive, Challenge,</p> <p>Character, Personality, Explore, Discover</p>	<p>Festival Feasts: Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation,</p>

	<p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</p> <p>Composition, Sequencing, Visual Literacy, Narrative</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange</p> <p>Fold, Origami, Design,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition</p> <p>Performance, Artist / Performer,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Light, Dark, Tone, Shadow, Colour, Hue, Tint,</p> <p>Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Construct, Experiment, Imagine, Rethink,</p> <p>Stand Back, Reflect, Understand, Analyse,</p> <p>Tools, Pliers, Scissors, Glue Guns,</p> <p>Construction Materials, Fastening Materials,</p> <p>Structure, Sculpture, Balance, Creative Risk,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Photograph, Lighting, Focus, Composition,</p>	<p>Surface, Fabric, Texture,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Photograph, Lighting, Focus, Composition,</p>
Year 5	<p>Typography & Maps: Typography, Lettering, Graphics, Design,</p> <p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p> <p>Present, Share, Reflect, Respond, Articulate,</p>	<p>Making Monotypes: Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate,</p> <p>Mood, Sense,</p> <p>Layer, Combine, Multi Media</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Set Design: Set Design, Theatre, Animation, Model, Maquette,</p> <p>Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision,</p> <p>Mood, Drama, Narrative</p> <p>Lighting, Composition, Foreground, Background,</p> <p>Present, Share, Reflect,</p>	<p>Land and City Scapes: Landscape, Cityscape, Working from Life, Mixed Media,</p> <p>Senses, Spirit, Energy, Capture,</p> <p>Composition, Format</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Architecture Dream Big or Small: Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,</p> <p>Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location</p> <p>Design through Making, Model, Maquette,</p>	<p>Fashion: Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material,</p> <p>Body, Wearable, Fit for Purpose, Pattern Cutting</p> <p>Present, Share, Reflect, Respond,</p>

	Feedback, Crit, Similarities, Differences,		Respond, Articulate, Feedback, Crit, Similarities, Differences		Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Articulate, Feedback, Crit, Similarities, Differences,
Year 6	2D Drawing to 3D Making: 2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Activism: Activism Voice Message Community Poster Zine Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Brave Colour: Sketchbook Visual notes Colour Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Exploring Identity: Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Take a Seat: Chair Design, Designer, Craftsperson, Maker 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Shadow Puppets: Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
www.accessart.org.uk/primary-art-curriculum/						