

Year 1

Year 1 Autumn (Example)	
<b>Challenge</b>	<b><u>Spirals</u></b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.
<b>Knowledge</b>	Understand drawing is a physical activity. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.
<b>Disciplinary Knowledge</b>	<b>Drawing</b>
<b>Skills</b>	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration  <b>Work in sketchbooks:</b> Use colour (pastels, chalks) intuitively to develop spiral drawings Explore mark making Practice observational drawing Develop experience of primary and secondary colours
<b>Vocabulary</b>	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think
Year 1 Spring	
<b>Challenge</b>	<b><u>Exploring Water Colour</u></b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.
<b>Knowledge</b>	Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.
<b>Disciplinary Knowledge</b>	<b>Painting (Watercolour)</b>
<b>Skills</b>	Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to "imagine" an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.
<b>Vocabulary</b>	Watercolour, Brush, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, , Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale, Reflect, Share, Discuss
Year 1 Summer	
<b>Challenge</b>	<b><u>Making Birds</u></b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
<b>Knowledge</b>	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making"
<b>Disciplinary Knowledge</b>	<b>Sculpture, Drawing, Collage</b>
<b>Skills</b>	Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.
<b>Vocabulary</b>	Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration Present, Reflect, Share, Discuss

Year 2 Autumn (Example)	
<b>Challenge</b>	<b>Explore &amp; Draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.
<b>Knowledge</b>	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.
<b>Disciplinary Knowledge</b>	Drawing, Sketchbooks, Collage
<b>Skills</b>	Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see column 5 "collage") which explore composition.
<b>Vocabulary</b>	Explore, Collect, Re See, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback
Year 2 Spring	
<b>Challenge</b>	<b>Exploring the World Through Mono Print</b> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.
<b>Knowledge</b>	Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.
<b>Disciplinary Knowledge</b>	Printmaking (Mono Print), Drawing, Collage
<b>Skills</b>	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 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.  <b>Work in sketchbooks:</b> Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Make visual notes about artists studied. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making Explore the qualities of different media.
<b>Vocabulary</b>	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering, Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond, Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image, Narrative, Story, Imagination, Invent, Discover, Present, Reflect, Discuss, Share, Feedback
Year 2 Summer	
<b>Challenge</b>	<b>Stick Transformation Project</b> Explore how you can transform a familiar object into new and fun forms.
<b>Knowledge</b>	Understand when we make sculpture by adding materials it is called Construction.
<b>Disciplinary Knowledge</b>	Making, Drawing, Sketchbooks
<b>Skills</b>	Use Design through Making philosophy to playfully construct towards a loose brief. 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 Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.
<b>Vocabulary</b>	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think, Form, Personality, Character, Material, Object, Sculpture, Find, Imagine, Select, Discard, Edit, Transform, Create, Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture, Test, Explore, Add, Present, Share, Reflect, Respond, Feedback, Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record

Year 3 Autumn (Example)	
<b>Challenge</b>	<b><u>Gestural Drawing with Charcoal</u></b> Making loose, gestural drawings with charcoal, and exploring drama and performance.
<b>Knowledge</b>	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.
<b>Disciplinary Knowledge</b>	Drawing, Sketchbooks
<b>Skills</b>	Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance).  <b>Work in sketchbooks:</b> Explore the qualities of charcoal. 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. Develop mark making skills.
<b>Vocabulary</b>	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback
Year 3 Spring	
<b>Challenge</b>	<b><u>Cloth, Thread, Paint</u></b> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.
<b>Knowledge</b>	Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting.
<b>Disciplinary Knowledge</b>	Painting, Sewing, Drawing, Sketchbooks
<b>Skills</b>	Develop mark making skills by deconstructing the work of artists  <b>Work in sketchbooks:</b> 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 Continue to develop colour mixing skills. Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.
<b>Vocabulary</b>	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash, Present, Review, Reflect, Process, Outcome
Year 3 Summer	
<b>Challenge</b>	<b><u>Telling Stories Through Drawing &amp; Making</u></b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
<b>Knowledge</b>	Understand that animators make drawings that move. Understand that we can create imagery using natural pigments and light. 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). That clay and Modroc are soft materials which finally dry/set hard. An armature is an interior framework which support a sculpture.
<b>Disciplinary Knowledge</b>	Drawing, Sculpture, Sketchbooks
<b>Skills</b>	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).  <b>Work in sketchbooks:</b> 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 Develop mark making skills. Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure. Make an armature to support the sculpture.
<b>Vocabulary</b>	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Respond Response, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,

Year 4

Year 4 Autumn (Example)	
<b>Challenge</b>	<b>Storytelling Through Drawing</b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.
<b>Knowledge</b>	Understand that artists and illustrators interpret narrative texts and create sequenced drawings Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
<b>Disciplinary Knowledge</b>	Drawing, Sketchbooks
<b>Skills</b>	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  <b>Work in sketchbooks:</b> Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect.
<b>Vocabulary</b>	Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line, Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences.
Year 4 Spring	
<b>Challenge</b>	<b>Exploring Pattern</b> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.
<b>Knowledge</b>	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. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.
<b>Disciplinary Knowledge</b>	Drawing, Sketchbooks
<b>Skills</b>	Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.  <b>Work in sketchbooks:</b> Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Brainstorm pattern, colour, line and shape Reflect. Test and experiment with materials.
<b>Vocabulary</b>	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Decorative, Pleasing, Aesthetic ,Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Year 4 Summer	
<b>Challenge</b>	<b>Festival Feasts</b> How might we use food and art to bring us together?
<b>Knowledge</b>	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.
<b>Disciplinary Knowledge</b>	
<b>Skills</b>	Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. To combine modelling with construction using mixed media and painting to create sculpture.
<b>Vocabulary</b>	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition

Year 5 Autumn (Example)	
<b>Challenge</b>	<b><u>Set Design</u></b>  Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
<b>Knowledge</b>	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.
<b>Disciplinary Knowledge</b>	
<b>Skills</b>	Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. <u>Set Design</u> Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.  <b>Work in sketchbooks:</b> Explore mark making. Brainstorm ideas generated when reading poetry or prose. Make visual notes to capture, consolidate and reflect upon the artists studied. 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.
<b>Vocabulary</b>	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground,  Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
Year 5 Spring	
<b>Challenge</b>	<b><u>Mixed Media Land &amp; City Scapes</u></b>  Explore how artists use a variety of media to capture spirit of the place.
<b>Knowledge</b>	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
<b>Disciplinary Knowledge</b>	<b><u>Painting, Drawing, Collage</u></b>
<b>Skills</b>	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. Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform  <b>Work in sketchbooks:</b> Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied. Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.
<b>Vocabulary</b>	Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Year 5 Summer	
<b>Challenge</b>	<b><u>2D Drawing to 3D Making</u></b>  Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.
<b>Knowledge</b>	Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work.
<b>Disciplinary Knowledge</b>	Drawing, Sculpture, Graphic Design, Collage, Sketchbooks
<b>Skills</b>	Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the “flat image”.  <b>Work in sketchbooks:</b> Practise seeing negative and positive shapes. Using the grid method to scale up an image.
<b>Vocabulary</b>	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,

Year 6 Autumn	
Challenge	<b>Activism</b>  Explore how artists use their skills to speak on behalf of communities. Make art about things you care about
Knowledge	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. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.
Disciplinary Knowledge	
Skills	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. Use screen printing and/or monotyping over collaged and painted sheets to create your piece of activist art. Or create a zine using similar methods.  <b>Work in sketchbooks:</b> Practise seeing negative and positive shapes. 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? Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied.
Vocabulary	Activism, Voice, Message, Community, Poster, Zine, Screen printing, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences.
Year 6	
Challenge	<b>Typography &amp; Maps</b>  Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.
Knowledge	Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
Disciplinary Knowledge	
Skills	Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful.  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.  <b>Work in sketchbooks:</b> Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied.
Vocabulary	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Year 6 Summer	
Challenge	<b>Shadow Puppets</b>  Explore how traditional and contemporary artists use cutouts and shadow puppets.
Knowledge	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.
Disciplinary Knowledge	
Skills	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.  <b>Work in sketchbooks:</b> Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied.
Vocabulary	Paper cutting, Cut Outs, Shadow puppets, Performance, Narrative, Character, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences.