















# Art & Design Curriculum

(Linked to The Access Art Curriculum)







# Art Overview

	Term		
	Autumn 1	Spring 1	Summer 1
Yellow Class	<p><b>Drawing:</b> Spirals</p> 	<p><b>Painting:</b> Simple Print Making</p> 	<p><b>Sculpture:</b> Making Birds</p> 
Green Class	<p><b>Painting:</b> Exploring Watercolour</p> 	<p><b>Drawing:</b> Inspired by Flora and Fauna</p> 	<p><b>Sculpture:</b> Playful Making</p> 







# Art Overview

	Term		
	Autumn 1	Spring 1	Summer 1
Blue Class	<p><b>Drawing:</b> Explore &amp; Draw</p> 	<p><b>Sculpture:</b> Stick Transformation</p> 	<p><b>Painting:</b> Expressive Painting</p> 
Orange Class	<p><b>Drawing:</b> Gestural Drawing with Charcoal</p> 	<p><b>Sculpture:</b> Be An Architect</p> 	<p><b>Painting:</b> Cloth, Thread and Paint</p> 

# Art Overview

	Term		
	Autumn 1	Spring 1	Summer 1
Lime Class	<p><b>Drawing:</b> Exploring Pattern</p> 	<p><b>Sculpture:</b> Telling Stories Through Drawing and Making</p> 	<p><b>Painting:</b> Using Natural Materials to Make Images</p> 
Lilac Class	<p><b>Sculpture:</b> Structure, Inventiveness and Determination</p> 	<p><b>Painting:</b> Exploring Still Life</p> 	<p><b>Drawing:</b> Typography and Maps</p> 

# Art Overview

	Term		
Turquoise Class	Autumn 1	Spring 1	Summer 1
	<b>Sculpture:</b> Dream Big or Small? 	<b>Drawing:</b> Activism 	<b>Painting:</b> Mixed Media: Land and City Scapes 
Purple Class	Autumn 1	Spring 1	Summer 1&2
	<b>Painting:</b> Exploring Identity 	<b>Sculpture:</b> Set Design 	<b>Drawing:</b> 2D and 3D Making 



# Yellow Class - Autumn 1 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How can we use our bodies to make drawings?	What kinds of marks can we make with chalk and	What is a sketchbook and what can we use it for?	How can I apply mark making to observational drawing?		How can I reflect on my artwork?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>1. Can I create drawings using your wrists elbow, shoulders, hips?</li> <li>2. Can I create a "snail drawing" on white cartridge paper or black sugar paper using chalk and oil pastels?</li> <li>3. Can I personalise or make my own sketchbook?</li> <li>4. Can I apply my spiral explorations to observational drawings of shells?</li> <li>5. Can I reflect on my artwork?</li> </ol>			<ul style="list-style-type: none"> <li>• Children know how to draw from their finger tips, their wrist, their elbow, their shoulder and their body.</li> <li>• Children know how to make a drawing using a continuous line for a minute or two.</li> <li>• Children know how to make a sketchbook (or perhaps decorated the cover of a bought sketchbook) and they feel like it belongs to them.</li> <li>• Children know how to draw from observation for a few minutes at a time.</li> <li>• Children know how to make different marks with different drawing tools seeing the different marks.</li> <li>• Children know how to draw with a soft pencil, a graphite stick and a hand-writing pen.</li> <li>• Children know how water affects the graphite and pen, and explored how.</li> <li>• Children know how to use a brush to make new marks.</li> <li>• Children know how to make choices about which colours they would like to use in their drawing.</li> <li>• Children know the work of an artist and listened to how the artist made the work.</li> <li>• Children know how to share how they feel about their work.</li> <li>• Children know how to talk about what they like in their drawings, and what they'd like to try again.</li> <li>• Children know how to take photos of their artwork.</li> </ul>		

# Yellow Class - Autumn 1 - Drawing

## Context for study

### Prior Learning (EYFS):

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

### Future Learning (KS2):

Appreciation that drawing is a physical and mental activity. Continue to develop making gestural drawings using whole body.

## Vocabulary

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

## Materials

A2 newsprint, A2 cartridge or black paper, sugar paper (torn into squares), soft pencils, graphite sticks, chalk, handwriting pens, or graphite, sticks, coloured card, cardboard, recycled/scrap paper, elastic bands

## Artists

Molly Haslund





# Yellow Class - Spring 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What is a print?	How can I make a 'rubbing'?	How can I make a relief print?			How can I reflect on my artwork?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"><li>1. Can I identify how I can use my hands and feet to create prints of patterns?</li><li>2. Can I identify how I can use textured objects to make prints?</li><li>3. Can I identify how I can make a relief print using a 'plate'?</li><li>4. Can I display the work made through the half term and talk about outcomes?</li></ol>			<ul style="list-style-type: none"><li>• Children know how to make simple prints using their hands and feet.</li><li>• Children know how to use colour, shape and line to make their prints interesting.</li><li>• Children know how to explore their environment and take rubbings of textures they find.</li><li>• Children know how to push objects they find into plasticine and make prints.</li><li>• Children know how to cut shapes out of foam board and stick them on a block to make a plate.</li><li>• Children know how to print from the plate.</li><li>• Children know how to draw into the surface of foam board and print from the plate.</li><li>• Children know how to create a repeat print.</li><li>• Children know how to use their sketchbook to collect prints and test ideas.</li></ul>		



# Yellow Class - Spring 1 - Painting

## Context for study

### Prior Learning (EYFS):

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

### Future Learning (KS2):

Developing use of line and shape in making more sophisticated prints including monoprints.

## Vocabulary

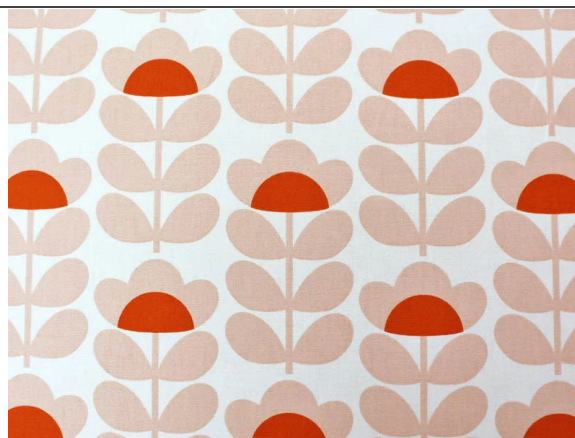
print, press, pressure, paint, primary colours: red, yellow, blue, shape, line, arrangement, rubbing, texture, wax crayon, pencil crayon, cut, collage, stick, arrange, explore, try, test, reflect, artwork, artist: printmaker, relief print, plasticine, plate, impression, colour mixing, secondary colours: green, orange, purple, pattern, sequence, picture, image, reflect, discuss, share, crit

## Materials

Ready mixed paints, large sheets of cardboard (maybe primed with white paint), brushes, trays, soft pencils, handwriting pens, chalk, flowers for observation, collected objects (shells, leaves, twigs etc), wax crayons, plasticine, ink pads, printing foam, water soluble printing ink, small pieces of thick card, scrap sugar paper, glue,

## Artists

Orla Kiely





# Yellow Class - Summer 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How can I be inspired by images of birds?	How can I use mark making to draw a feather?	What happens when I fold, tear and crumple paper?	How can I use materials to make a sculpture of a bird?		How can my individual outcome be part of a group installation?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>1. Can I look carefully and slowly and respond to images and film by creating observational drawings?</li> <li>2. Can I create observational drawings of feathers using a variety of medium and mark making?</li> <li>3. Can I manipulate paper to create 3d forms?</li> <li>4. Can I make my own standing bird sculpture taking inspiration from artists' work?</li> <li>5. Can I display my bird as a 'flock'?</li> </ol>			<ul style="list-style-type: none"> <li>• Children know how to look carefully at photos and films of birds, taken in the details and overall shapes, and then made drawings of what they have noticed.</li> <li>• Children know how to draw from life looking closely.</li> <li>• Children know how to take creative risks and experiment with a variety of drawing media to see how they can describe a "feather".</li> <li>• Children know how to explore the different kinds of marks they can make, including using some colour.</li> <li>• Children know how to explore how to fold, tear, crumple, and collage paper to transform it from 2d to 3d.</li> <li>• Children know how to look at the work of other artists who have been inspired by birds and talked about the work.</li> <li>• Children know how to explore how they can bring a variety of materials together to make their own sculpture.</li> <li>• Children know how to take on the challenge of making their sculpture balance and stand.</li> <li>• Children know how sculptures can be part of a class artwork.</li> <li>• Children know how to share their work with their classmates and teachers and reflected what was successful to them.</li> </ul>		

# Yellow Class - Summer 1

## Context for study

### Prior Learning (EYFS):

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

### Future Learning (KS2):

Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other.

## Vocabulary

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, installation, flock, collaboration, present, reflect, share, discuss, texture, personality, character

## Materials

Sketchbooks, soft pencils, coloured pencils, handwriting pens, oil/chalk pastels, feathers, A2 cartridge, sugar paper, newsprint.

Manipulating Paper from 2D to 3D

## Artists

Andrea Butler, Dusciana Bravura





# Green Class - Autumn 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What can watercolour do?	How do artists use watercolour?	How can I build imagery using watercolour?			How can I reflect on my painting?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>1. Can I identify the properties of watercolour?</li> <li>2. Can I identify and discuss the work of artists who use watercolour?</li> <li>3. Can I use watercolour to work towards developing imagery from imagination?</li> <li>4. Can I display the work made through the half term and reflect on the outcomes?</li> </ol>			<ul style="list-style-type: none"> <li>• Children know how to explore watercolour and understand the different effects they can achieve.</li> <li>• Children know how to use watercolour without an end goal in mind – letting the paint lead them.</li> <li>• Children know how to revisit their experience of primary colours, and begin to see how colours mix to make new colours.</li> <li>• Children know about the work of artists who use watercolour and have shared their thoughts about their work.</li> <li>• Children know how to respond visually to information using their sketchbook.</li> <li>• Children know how to reflect upon the marks they make and can develop them further with intention.</li> <li>• Children know how to share their work and listen to what other people like about it.</li> <li>• Children know how to understand that we all see different things in the artwork we make. Everyone's response is different.</li> </ul>		

# Green Class - Autumn 1 - Painting

## Context for study

### Prior Learning (EYFS):

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

### Future Learning (KS2):

Utilise the properties of watercolour to make purposeful imagery. Continue to develop skills which balance working in an open and exploratory way with focus and intention.

## Vocabulary

watercolour, 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

## Materials

Sketchbooks, A3 cartridge paper, water colour paints, paint brushes, coloured pencils

## Artists

Paul Klee, Emma Burleigh





# Green Class - Spring 1 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How are artists inspired by flora and fauna?	How can I be inspired by flora and fauna?	How can I expand mark making when drawing flora and fauna?	How can I use collage to invent a unique minibeast?		How can I reflect on my work and the work of my classmates?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>1. Can I respond vocally and visually to the work of artists who are inspired by flora and fauna?</li> <li>2. Can I respond to images and film of flora and fauna by creating observational drawings of the things I can see?</li> <li>3. Can I continue close and careful looking of flora and fauna to develop my mark making?</li> <li>4. Can I use collage to invent and create your own unique minibeast?</li> <li>5. Can I display the work made through the half term and reflect on the outcomes?</li> </ol>			<ul style="list-style-type: none"> <li>• Children know how to look closely at insects and plants and make drawings using pen to describe what they see.</li> <li>• Children know how to experiment using graphite and oil pastel and make their own insects.</li> <li>• Children know how to cut out shapes in different colours and use these shapes to make an insect or bug. They can think about its body parts and what they would like them to look like.</li> <li>• Children know how to share their artwork with the class and they can listen to what their classmates like about it, and they can share what they like about their work.</li> </ul>		

# Green Class - Spring 1 - Drawing

## Context for study

### Prior Learning (EYFS):

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

### Future Learning (KS2):

Continue to develop understanding of how we can use line, shape and colour to make imagery, developing composition skills. Understand the importance of observation and imagination in making art. Appreciation that when we make art we can work alone or collaboratively to make work.

## Vocabulary

flora, fauna, line, shape, colour, tones, hues, tints, observe, graphite, handwriting pen, collage, painted paper, cut, tear, arrange, play, composition, elements, author, illustrator, present, reflect, share, discuss

## Materials

Sketchbooks, soft pencils, coloured pencils, oil/chalk pastels, handwriting pens, graphite, collage papers, A1 paper, water colour and/or ready mixed paint over sugar paper, brushes, scrap papers

## Artists

Eric Carle, Joseph Redoute, Jan Van Kessel





# Green Class - Summer 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What is sculpture?	How can I manipulate materials?	How can I use materials, tools, and ideas to invent?			How can I reflect on my sculpture?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>Can I identify what sculpture can be through discussion and drawing?</li> <li>Can I explore the qualities of a large range of making materials through open ended prompts?</li> <li>Can I use materials to take creative risks, discover and invent without working towards a predefined outcome?</li> <li>Can I display the work made through the half term and reflect on the outcomes?</li> </ol>			<ul style="list-style-type: none"> <li>Children know how to explore what is meant by 'sculpture' and they have thought about what they like about different pieces of sculpture.</li> <li>Children know how to use sketchbook to make drawings inspired by sculptures they have seen, to help them think about what they like, and to remember what they have seen.</li> <li>Children know how to use their hands to make small sculptures out of lots of different materials.</li> <li>Children know how to bend, fold, twist, cut and fasten materials together.</li> <li>Children know how to use their hands to make sculptures without designing first.</li> <li>Children know that sometimes working with materials is hard work – things break or their fingers hurt – but that's okay.</li> <li>Children know how to use their sketchbook to respond to what they have learnt about materials.</li> <li>Children know how to share their work and listen to what other people like about it.</li> <li>Children know how to look at other people's work and sometimes share what they like about it with them.</li> </ul>		



# Green Class - Summer 1 - Sculpture

## Context for study

### Prior Learning (EYFS):

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

### Future Learning (KS2):

Further develop Design through Making skills, building understanding of the properties of materials, how we can use tools and ideas to transform them, and developing understanding of how other people might respond to what we make.

## Vocabulary

sculpture, sculptor, three dimensions, respond, response, making, playful making, explore, construction, design, materials, invent, imagine, tools, construct, structure, balance, reflect, share, discuss

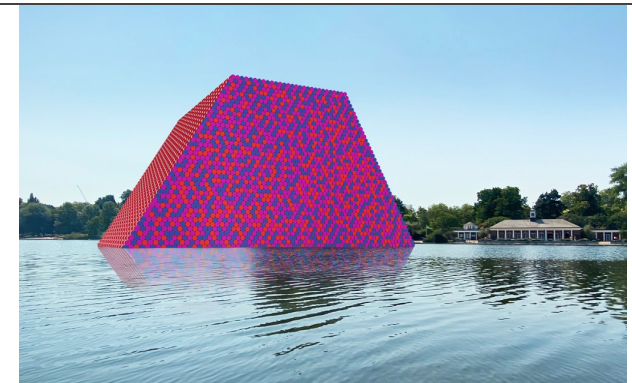
## Materials

a3 sugar paper, handwriting pens, recycled card & paper, wire (modelling wire and thinner florists wire), Modroc, paper fasteners, elastic bands, string/wool/ribbons etc, needles and thread, fabrics, pipe cleaners, straws, elastic bands, lolly sticks, coffee stirrers, matchsticks, withies (willow sticks – can also use found sticks), casting plaster (optional – for certain projects only), foamboard / mountboard

Project 1 - Creativity Medals

## Artists

Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett





# Blue Class - Autumn 1 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How are artists inspired by their environment?	How can I be inspired by my environment?	How can I record the items I have collected through drawing?	How can I use a range of materials to explore mark making?		How can I reflect on my drawings?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>Can I understand that artists find inspiration for artwork from their environment?</li> <li>Can I explore my environment and collect things that inspire me?</li> <li>Can I explore different drawing exercises to record the things I have collected?</li> <li>Can I use a range of materials to create lots of varied mark making drawings of natural objects around me?</li> <li>Can I display the work made through the half term and reflect on the outcomes?</li> </ol>			<ul style="list-style-type: none"> <li>Children know how some artists explore the world around them to find inspiration.</li> <li>Children know how to explore their local environment (school, home) and collect things that have caught their eye.</li> <li>Children know how to explore composition by arranging the things that they have collected.</li> <li>Children know how to talk about what they have collected, and how and why they arranged the things they collected.</li> <li>Children know how to take photographs of their artwork and they can think about focus and light.</li> <li>Children know how to use careful looking to practice observational drawing, and can focus for 5 to 10 minutes.</li> <li>Children know how to hold an object and make a drawing focusing on the way it feels.</li> <li>Children know how to combine different drawing medias such as wax resist and watercolour, graphite and water, wax crayon and pencil in their observational drawings.</li> <li>Children know how to work small in their sketchbook and on large sheets of paper, exploring how they can use line, shape and colour in their work.</li> <li>Children know how to talk about the work they have made with their classmates, sharing the things they thought were successful and thinking about the things they would like to try again.</li> </ul>		

# Blue Class - Autumn 1 - Drawing

## Context for study

### Prior Learning (Year 1):

Introduction to the idea that we can find inspiration from the things around us. That we can use things around us as subject matter and as materials.

### Future Learning (KS2):

Continue to develop understanding about where artists and ideas and inspiration. Develop visual literacy, drawing and sketchbook skills to enable an enquiring mind.

## Vocabulary

explore, collect, imagine, curious, present, re-present, arrange, composition, photograph, focus, light, shade, 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

## Materials

Soft pencils, handwriting pens.

Project 1: Wax Resist Autumn Leaves – A3 cartridge paper, metallic wax crayons, brusho ink.

## Artists

Rosie James, Alice Fox





# Blue Class - Spring 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How can I be inventive with materials?	How can I reimagine a familiar object?				How can I reflect on the work created throughout the half term?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"><li>1. Can I use my imagination to play and explore using materials?</li><li>2. Can I use my imagination to reinvent the stick?</li><li>3. Can I display the work made through the half term and reflect on the outcomes?</li></ol>			<ul style="list-style-type: none"><li>• Children know how fasten materials together to construct their sculpture.</li><li>• Children know how to take a familiar object like a stick and use their imagination to think about what it might become.</li><li>• Children know how to use their sketchbooks to generate and test ideas.</li><li>• Children know how to use a variety of materials to transform their object, thinking about form and colour.</li><li>• Children know how to cut materials with simple tools and fasten materials together to construct their sculpture.</li><li>• Children know how to share their sketchbook and sculpture with the class and talk about how they made it and what they liked. They can listen to their classmate's feedback about their work.</li><li>• Children know how to listen to their classmates talk about their own artwork and they can share their thoughts about their work.</li></ul>		

# Blue Class - Spring 1 - Sculpture

## Context for study

### Prior Learning (Reception):

Introduced idea that artists transform materials and objects to create something new.

### Future Learning (KS2):

Continue to develop skills which enable us to re-see the world and transform materials into something new. Continue to develop dexterity skills and articulation skills. Continue to explore ideas about scale and context. Continue to develop skills which enable us to appreciate structure and balance. Build understanding about how we can create narratives around the objects we find/make to help us understand them and share with others.

## Vocabulary

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

## Materials

Roots and shoots materials such as a pebble, wire, tape, string, wool, paper, card, or other small found items and construction materials.

Project 1: Stick People – Sticks, string, wool, fabric scraps, tissue paper, glue.

## Artists

Chris Kenny





# Blue Class - Summer 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What might an expressive painting look like?	How can I make an expressive painting?	How do old masters use brushwork in expressive paintings?	How can I make an expressive painting based on a still life composition?		How can I reflect on the work created throughout the half term?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>1. Can I identify and respond verbally and visually to an expressive painting?</li> <li>2. Can I use both colour mixing and mark making to make an expressive painting?</li> <li>3. Can I identify different brushwork used by old masters Van Gogh and Cezanne?</li> <li>4. Can I utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting?</li> <li>5. Can I display the work made through the half term and reflect on the outcomes?</li> </ol>			<ul style="list-style-type: none"> <li>• Children know how contemporary artists sometimes paint in expressive, loose ways to create paintings full of life and colour.</li> <li>• Children know how to start to share their response to the work of other artists.</li> <li>• Children know how to use their sketchbooks to record colour and brush marks inspired by other artists.</li> <li>• Children know how to recognise primary colours and mix secondary colours and they can experiment with hues by changing the amount of primary colour they add.</li> <li>• Children know how to use various home-made tools to apply paint in abstract patterns and they can be inventive.</li> <li>• Children know how old masters painted in expressive, loose ways to create paintings full of life and colour.</li> <li>• Children know how to start to share their response to the work of other artists.</li> <li>• Children know how to make a loose drawing from a still life.</li> <li>• Children know how to see colours and shapes in their still life painting.</li> <li>• Children know how to use gestural mark making with paint and capture the colours and shapes in the still life to make an expressive painting.</li> <li>• Children know how to share their experiments and final piece with others and share what they liked and what went well.</li> </ul>		

# Blue Class - Summer 1 - Painting

## Context for study

### Prior Learning (Reception):

Explored the properties of watercolour and discovered how we can work WITH the characteristics of the medium to make art. Basic colour awareness and mixing.

### Future Learning (KS2):

Continue to understand and explore that there are many different ways to paint – none of which are “better” than others. Continue to develop experience and understanding of paint as a medium, and of HOW we apply paint and the INTENTION behind our action affect outcome. Continue to develop visual literacy and mark making skills. Continue to build experience of colour mixing, hues and tints. Continue to develop understanding of how others respond to art, bringing their own unique perspective.

## Vocabulary

gesture, gestural, mark making, loose, evocative, emotion, intention, exploration, reaction, response, personal, imagination, energy, impression, colour, life, shape, form, texture, line, primary colours (red, yellow, blue), secondary colours (green, purple, orange), tints, hues, medium, surface, texture, impasto, brush, mark making tools, palette knife, home-made tools, abstract, explore, invent, discover, reflect, focus, detail, dissect, imagine, intention, still life, line, rhythm, gesture, mark, composition, positive shapes, negative shapes, present, share, reflect, discuss, feedback

## Materials

Soft pencils, handwriting pens, a selection of 'found tools' such as old shoe brushes, string, wire, rags, thick strips of card, cardboard (for pallets), acrylic or ready mixed paint, a selection of bright still life objects e.g. plastic blocks, cups, balls, colourful mugs etc, cartridge paper

## Artists

Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne





# Orange Class - Autumn 1 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What is charcoal?	What can I do with charcoal?	How did cave people create art?	How can I use charcoal to create gestural drawings?		How can I reflect on my work?
Learning Objectives			Success Criteria		
<ol style="list-style-type: none"> <li>Can I identify the properties of charcoal and artists who use it in their work?</li> <li>Can I discover the different things that I can do with charcoal through gestural mark making?</li> <li>Can I remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page?</li> <li>Can I create dynamic, atmospheric gestural drawings with charcoal?</li> <li>Can I display the work made through the half term and reflect on the outcomes?</li> </ol>			<ul style="list-style-type: none"> <li>Children know how artists use charcoal in their work, and they have been able to talk about the marks produced, and how they feel about their work.</li> <li>Children know how to experiment with the types of marks they can make with charcoal.</li> <li>Children know how to work on larger sheets of paper, and they can make loose gestural sketches using their body.</li> <li>Children know what Chiaroscuro is and how they can use it in their work.</li> <li>Children know how to experiment with the types of marks they can make with charcoal, using their hands as well as the charcoal.</li> <li>Children know how to use light and dark tonal values in their work, to create a sense of drama.</li> <li>Children know how to use their body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.</li> <li>Children know how to take photographs of their work, thinking about focus, lighting, and composition.</li> <li>Children know how to share their work with their classmates and can talk about what they felt was successful and what they might like to try again.</li> <li>Children know how to voice what they like about their classmates work and how it makes them feel.</li> </ul>		



# Orange Class - Autumn 1 - Drawing

## Context for study

### Prior Learning (KS1):

Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.

### Future Learning (KS2):

Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Pupils also develop their understanding of how to use light and dark within their work.

## Vocabulary

charcoal, gestural, loose, expressive, wrist, elbow, shoulder, body, mark making, sweeping, fast, slow, gentle, energetic, chiaroscuro, tone, tonal values, dark, light, mid-tone, 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

## Materials

A2 sugar paper, A4 paper for 'pallets', willow charcoal, erasers, hairspray (for fixing), white chalk.

Project 3: Charcoal Cave – Medium/large cardboard box, newsprint, charcoal (ideally both willow and compressed) rags, small toys or dollhouse furniture.

## Artists

Heather Hansen, Laura McKendry, Edgar Degas





# Orange Class - Spring 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What is architecture?	What is an architect?	How can I be an architect?			How can I reflect on my architecture?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>Can I identify what architecture is and record it through drawing?</li> <li>Can I identify the role of an architect and articulate responses about their work?</li> <li>Can I manipulate materials to make your own architecture?</li> <li>Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>Children know how to explore the work of some architects.</li> <li>Children have seen that they design buildings, and that architecture can be large, incredible buildings, or can be smaller places near where they live.</li> <li>Children can share how architecture makes me feel, what I like and what I think is interesting.</li> <li>Children know how to use their sketchbook to help them look at architecture carefully. I have explored line and shape.</li> <li>Children know how architects use their imaginations to try to design buildings which make peoples lives better. They can use their own imagination when thinking about architecture they might design.</li> <li>Children know how to make an architectural model of a building around a theme - thinking about form, structure, balance, and the overall visual appearance.</li> <li>Children know how to explore a variety of materials and explore how they can reshape the materials and fasten them together to make their model.</li> <li>Children know that they don't need to design on paper first; they can design as they make.</li> <li>Children know how to reflect upon what they have made, shared it with others, and been able to share their thoughts about their own piece and the models of their classmates.</li> </ul>		

# Orange Class - Spring 1 - Sculpture

## Context for study

### Prior Learning (Reception):

Introduced idea that we can bring materials together, construct and transform them into new forms. Introduced idea that 2d can become 3d. Introduced concept of Design Through Making. Introduced idea that there are many different reasons to make art.

### Future Learning (KS2):

Continue to develop pupil's awareness of the many creative industries which artists work in. Build understanding that artists and designers have a social responsibility.

Continue to develop pupils dexterity, invention and intention skills.

## Vocabulary

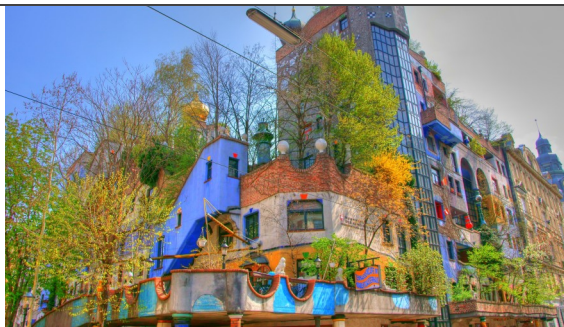
architect, architecture, designer, maker, model, scale, response, imagination, experience. three dimensional, form, structure, wall, floor, window, door, roof, relationship with area, community, response, react, colour, form, shape, line, pattern, model making, design through making, form, structure, balance, experience, construct, construction, tool, element, present, share, reflect, discuss, feedback, photograph, film, focus, lighting, composition, angle, perspective

## Materials

Soft B pencils, coloured pencils, felt tip pens, handwriting pens, Recycled Card & Paper, Wire (modelling wire and thinner florists wire), Modroc, Paper Fasteners, Elastic Bands, String/Wool/Ribbons etc, Needles and Thread, Fabrics, Pipe cleaners, Straws, Elastic bands, Lolly sticks, Coffee Stirrers, Matchsticks, Withies (willow sticks – can also use found sticks), Casting Plaster (Optional – for certain projects only), Foamboard / Mountboard

## Artists

Hundertwasser, Zaha Hadid, Heatherwick Studios





# Orange Class - Summer 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How do artists use thread, cloth, and paint to make artwork?	How can I develop my mark making vocabulary to use later in my work?	How can I combine paint and stitch to create energy and texture?			How can I reflect on my work?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"><li>• Can I explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook?</li><li>• Can I develop my own mark making vocabulary by looking at how artists use a variety of marks?</li><li>• Can I use paint and stitch to create energy and texture exploring the theme 'water' / 'land'?</li><li>• Can I display the work made through the half term and reflect on the outcomes?</li></ul>			<ul style="list-style-type: none"><li>• Children know how to explore how artists combine media and use them in unusual ways to make art.</li><li>• Children know how to share response to their work.</li><li>• Children know how to use their sketchbook to make visual notes, capturing ideas which interest them.</li><li>• Children know how to use their sketchbook to test ideas and explore colour and mark making.</li><li>• Children know how to use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</li><li>• Children know how to use thread and stitching to create textural marks over the top of their painted canvas, creating interesting marks which reflect their response to the landscape.</li><li>• Children know how to share their work with others and share their thoughts about the process and outcome. They can listen to feedback and take it on board.</li><li>• Children know how to appreciate the work of their classmates, enjoying the similarities and differences between their processes and outcomes. They can share their feedback on their work.</li></ul>		

# Orange Class - Summer 1 - Painting

## Context for study

### Prior Learning (KS1):

Explored how to use gestural and experimental mark making in paint. Introduced mark making skills in drawing (which will be transferred into stitches).

### Future Learning (KS2):

Develops mixed media approaches to land and city-scapes, building upon use of mark making and colour.

## Vocabulary

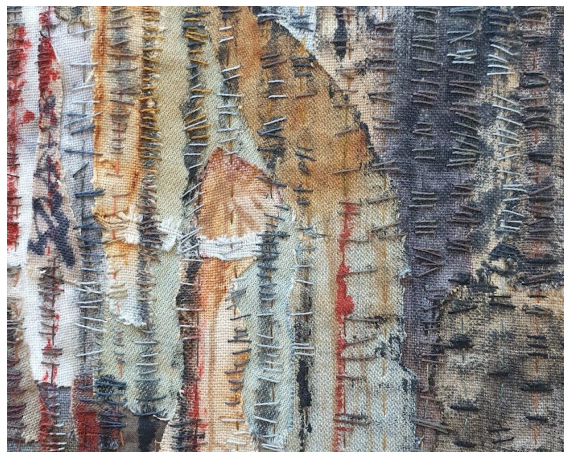
mixed media, cloth, fabric, calico, acrylic paint, thread, stitches, needle, test, experiment, try out, reflect, background, foreground, detail, gesture, impasto, dilute, colour mixing, loose, tight, tension, knot, length, repeated, pattern, rhythm, dot, dash, present, review, reflect, process, outcome

## Materials

Soft B pencils, coloured pencils, handwriting pens, Calico or other neutral fabric cut into A4 or smaller rectangles, acrylic or poster paint, brushes, card for palettes, sewing thread, needles

## Artists

Alice Kettle, Hannah Rae





# Lime Class - Autumn 1 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How can I create pattern without drawing?	How can I devise my own rules to make a drawing?	How can I use colour, composition, and shape to make my own pattern?			How can I reflect on my work?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"><li>• Can I expand what drawing and pattern can be by making a sensory drawing?</li><li>• Can I devise my own rules to help with making a drawing?</li><li>• Can I design my own pattern thinking about colour, composition, and shape?</li><li>• Can I display the work made through the half term and reflect on the outcomes?</li></ul>			<ul style="list-style-type: none"><li>• Children know how to relax into a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</li><li>• Children know how to explore the work of an artist who creates artwork inspired by pattern and they have thought about where to use pattern in their life to make the world brighter.</li><li>• Children know how to work in their sketchbook to explore how they can make drawings inspired by “rules.” They can generate lots of different types of patterns.</li><li>• Children know how to make a tessellated design and think about colour and shape, exploring positive and negative shapes.</li><li>• Children know how to explore the work of a surface pattern designer and make their own repeating pattern, exploring colour, shape, and composition.</li><li>• Children know how to fold paper and use pattern to make an object which other people can respond to.</li><li>• Children know how to present and share their work. They can reflect and share their thoughts with others. They can listen to the reflections of their classmates and feedback on their work.</li><li>• Children know how to take photographs of their work.</li></ul>		

# Lime Class - Autumn 1 - Drawing

## Context for study

### Prior Learning (KS1):

Early exploration of simple pattern, introduction to colour and collage.

### Future Learning (KS2):

Develop use of colour and applying it to 2d and 3d surfaces, Develop understanding of ways in which we use surface pattern in relation to design disciplines, i.e. fashion.

## Vocabulary

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

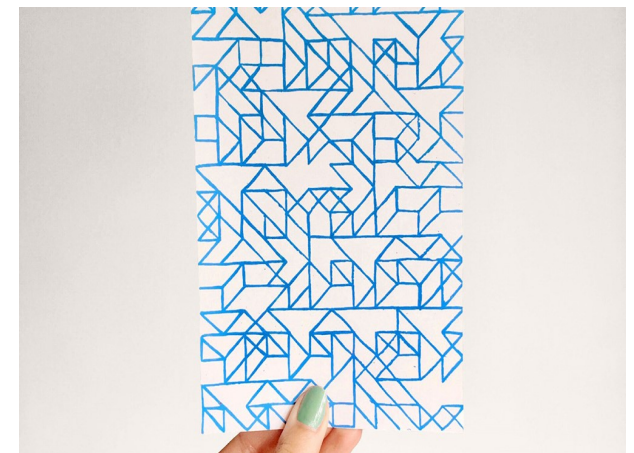
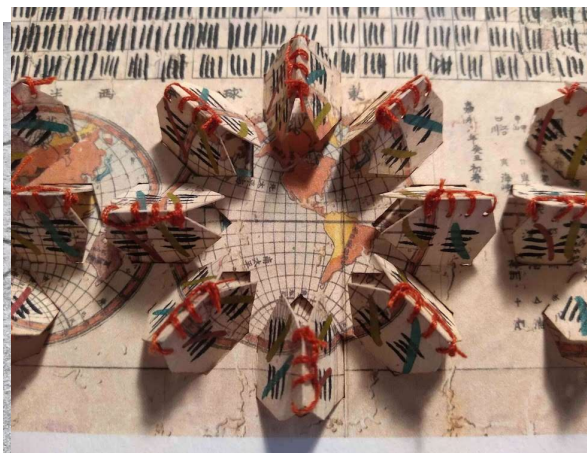
## Materials

Soft B pencils, handwriting pen, A2 cartridge paper, rulers, tape, string, coloured paper & card.

Option 1: Making Tessellated Designs – Thin cardboard or stiff paper, pencils, handwriting pens, felt tip pens, scissors, masking tape.

## Artists

Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont





# Lime Class - Spring 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How art artists inspired by other artforms?	How can I use exaggeration as a tool to convey the intention of my drawing?	How can I respond to literature/poetry in the form of sculpture?			How can I reflect on my artwork?

Learning Objectives	Success Criteria
<ul style="list-style-type: none"> <li>Can I understand that artists use sketchbooks to respond to other creative artforms?</li> <li>Can I use exaggeration as a tool to convey the intention of my drawings?</li> <li>Can I make a 3d sculpture in response to literature/poetry?</li> <li>Can I display the work made through the half term and reflect on the outcomes?</li> </ul>	<p>Children know how to draw from their finger tips, their wrist, their elbow, their shoulder and their body.</p> <p>Children know how to make a drawing using a continuous line for a minute or two.</p> <p>Children know how to make a sketchbook (or perhaps decorated the cover of a bought sketchbook) and they feel like it belongs to them.</p> <p>Children know how to draw from observation for a few minutes at a time.</p> <p>Children know how to make different marks with different drawing tools seeing the different marks.</p> <p>Children know how to draw with a soft pencil, a graphite stick and a handwriting pen.</p> <p>Children know how water affects the graphite and pen, and explored how.</p> <p>Children know how to use a brush to make new marks.</p> <p>Children know how to make choices about which colours they would like to use in their drawing.</p> <p>Children know the work of an artist and listened to how the artist made the work.</p> <p>Children know how to share how they feel about their work.</p> <p>Children know how to talk about what they like in their drawings, and what they'd like to try again.</p> <p>Children know how to take photos of their artwork.</p>



# Lime Class - Spring 1

## Context for study

### Prior Learning KS1:

Introduced idea that sculptures can have “characters” and “personality” created by form, texture, and colour. Introduced basic making skills through Design Through Making, including basic experience putting materials together (and using tools) into one constructed piece. Understanding that we can react (as humans) to what we all create.

### Future Learning (KS2):

Develop idea that we can create our own art, inspired by art made by other people. Develop making skills, including knowledge about material choice, method, construction etc and growing experience to understand how to push a piece of sculpture based upon original intention and outcome.

## Vocabulary

sketchbooks, brainstorm, explore, experiment, test, try out, line, shape, wash, layer, pen, watercolour, exaggerate, gesture, sculpture, armature, structure, cover, clay, construct, model, present, share, reflect, respond, feedback, photograph, lighting, composition, focus, intention,

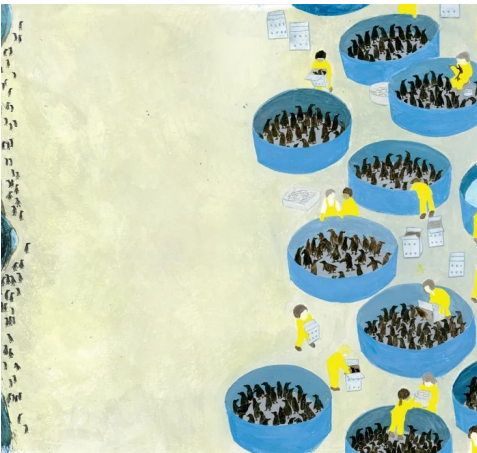
## Materials

Soft B pencils, coloured pencils, oil/chalk pastels, handwriting pens, A3 or A2 cartridge paper.

Option 1: Modroc or Clay Characters – Newspaper, masking tape, Modroc, air dry clay, acrylic or ready mixed paint, brushes, trays.

## Artists

Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake





# Lime Class - Summer 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How can natural materials such as pigments and sunlight be used to make art?	How can I become a collector and explorer to make my work personal to a place and time?				How can I reflect on my work?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I explore artists who use natural materials to make artwork, such as pigments and sunlight?</li> <li>• Can I use foraged natural materials to create artwork which reflect the environment that the objects were found in?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how to explore how artists make art from natural materials around them, such as pigments from plants, the ground and sunlight.</li> <li>• Children know how materials can be transformed through their actions.</li> <li>• Children know how to make visual notes about how artists have made images.</li> <li>• Children know how to use their sketchbook to collect ideas and experience.</li> <li>• Children know how to make a finished piece.</li> <li>• Children know how to share their experience and artwork, talk to their classmates about what they like and what they would like to try again.</li> </ul>		

# Lime Class - Summer 1 - Painting

## Context for study

### Prior Learning (KS1):

Introduced the idea that we can make art from materials we find around us. Introduced children to notion that their curiosity is key to their creativity.

### Future Learning (KS2):

Continue to explore working on different drawing / painting surfaces to make imagery, understanding how different media react to different textures. Continue to develop understanding of importance of negative/positive space, light/dark, shape and line. Develop understanding of how the materials and techniques used, combined with intention, help shape outcome.

## Vocabulary

natural pigments, dye, background, fabric, negative, positive, light, dark, elements, pattern, form, transformation, time, cyanotype, anothype, present, share, reflect, respond, feedback, document

## Materials

Soft B pencils, coloured pencils, oil/chalk pastels.

Option 2: Primal Painting – Foraged plants or vegetables, rolling pins for mashing, paper brushes.

## Artists

Frances Hatch, Anna Atkins





# Lilac Class - Autumn 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How can I learn more about myself through art?	How can I draw a nest?			How can I make a nest?	
<b>Learning Objectives</b>			<b>Success Criteria</b>		
<ul style="list-style-type: none"> <li>• Can I explore the work of artists who explore parallels between us and other beings?</li> <li>• Can I explore how I can use a variety of media to create observed and expressive drawings of nests?</li> <li>• Can I explore what it is like to be a bird when building a nest?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how they can learn about themselves through art.</li> <li>• Children know how to feel safe to take creative risks when they work. They can enjoy the feeling of experimenting with materials.</li> <li>• Children know how to feel okay when they are being challenged by materials and ideas. They can feel okay when they don't know exactly what they're doing.</li> <li>• Children know how to use a variety of drawing materials to make experimental drawings based upon observation.</li> <li>• Children know how to see their personality in the work they have made.</li> <li>• Children know how to construct with a variety of materials to make a sculpture.</li> <li>• Children know how to see their personality in the work they have made.</li> <li>• Children know how to talk about the work they have made with their classmates, sharing the things they thought were successful and thinking about things they would like to try again.</li> <li>• Children know how to appreciate the work of their classmates and they can share their response to their work, identifying similarities and differences in the approach and outcome.</li> <li>• Children know how to take photographs of their work thinking about presentation, focus and light.</li> </ul>		

# Lilac Class - Autumn 1 - Sculpture

## Context for study

### Prior Learning (KS1):

Introduced idea that sculpture is an art form in three dimensions, Introduced notion of Design Through Making and playful making, Basic experience of choosing and constructing with various media.

### Future Learning (KS2):

Continue to develop making skills, building increased dexterity and confidence in creative decision making. Continue to build ability to articulate intention, journey and outcome through reflection.

## Vocabulary

personality traits, exploration, inventive, challenge, character, personality, construct, experiment, imagine, rethink, stand back, reflect, understand, analyse, tools, pliers, scissors, glue guns, construction materials, fastening materials, structure, sculpture, balance, creative risk, present, share, reflect, respond, articulate, feedback, crit, similarities, differences, photograph, lighting, focus, composition

## Materials

A3 cartridge paper, soft b and hard h pencils, ink, graphite sticks, water soluble graphite, wax crayons, water colour. recycled card & paper, wire (modelling wire and thinner florists wire), Modroc, paper fasteners, elastic bands, string/wool/ribbons etc, needles and thread, fabrics, pipe cleaners, straws, elastic bands, lolly sticks, coffee stirrers, matchsticks, withies (willow sticks – can also use found sticks), casting plaster (optional – for certain projects only), foamboard / mountboard

## Artists

Marcus Coates





# Lilac Class - Spring 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What is still life?	How does contemporary still life compare to traditional still life?	How can I make my own still life artwork?			How can I reflect on my work?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook?</li> <li>• Can I explore contemporary still life and respond by making visual notes in my sketchbook?</li> <li>• Can I create my own still life artwork exploring, colour, line and texture?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how to explore the work of traditional and contemporary artists who work within the still life genre.</li> <li>• Children know how to express their thoughts about the other artists work and talk about the meanings of objects as artists present them.</li> <li>• Children know how to draw from observation and think about how they can use line, colour, shape, texture, form, and composition to make their artwork more interesting.</li> <li>• Children know how to use their sketchbook to make visual notes, record and reflect.</li> <li>• Children know how to draw from observation and think about how they can use line, colour, form, and composition to make their artwork more interesting.</li> <li>• Children know how to present and share their artwork and explain how their sketchbook work helped to build their knowledge and skills towards a final piece.</li> </ul>		

# Lilac Class - Spring 1 - Painting

## Context for study

### Prior Learning (KS1):

Introduced key drawing skills exploring line, shape, colour, form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus.

### Future Learning (KS2):

Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone).

## Vocabulary

still life, genre, traditional, contemporary, objects, arrangements, composition, viewfinder, lighting, background, foreground, light, dark, tone, shadow, colour, hue, tint, elements, pattern, texture, colour, relationship, mark making, appearance, 2d, 3d, present, share, reflect, respond, articulate, feedback, crit, similarities, differences

## Materials

Soft B pencils, cartridge paper, sharpies or felt tip pens, handwriting ink or watercolour (undiluted or thick & diluted down to a wash), a fine brush and a thick brush, a small, solid object to draw.

Option 2: Cezanne Paintings to reference (digitally and printed), a still life arrangement (textured cloths/tea towels, colourful fruits, large bowls, glass vase or bottle, tea pot etc), large pieces of card in various colours for background, iPads/tablets/digital camera/iPhone for photographing.

## Artists

Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuus, Hirasho Sato





# Lilac Class - Summer 1 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What is 'typography'?	How can I make my own typography using my interests?	How can I make graphic powerful drawings?	How can I create a visual map?		How can I reflect on my work?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I understand how typography can be used creatively to communicate thoughts and ideas?</li> <li>• Can I create my own typeface inspired by my own interests?</li> <li>• Can I make my drawings strong and powerful?</li> <li>• Can I apply my new typography skills and my powerful drawings skills to make a visual map?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know that typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</li> <li>• Children know about other artists work who with typography and have been able to share their thoughts on their work.</li> <li>• Children know how to explore how they can create letters in a playful way using cutting and collage. They can reflect upon what they like and the letters they have made.</li> <li>• Children know how to draw their own letters using pen and pencil inspired by objects they have chosen around them, and they can reflect upon why their letters have a meaning to them.</li> <li>• Children know how to use their sketchbook for reference, collecting, testing, and reflecting.</li> <li>• Children know how to make their drawings appear visually stronger by working over maps or newspaper to make their marks stronger.</li> <li>• Children know how some artists use their typography skills and drawing skills to make maps which are personal to them. They have been able to reflect upon what they think their maps mean, what they like about them, and what interest them.</li> <li>• Children know how to use mark making, cutting and collage to create their own visual map, using symbols, drawing elements and typography to express themes which are important to them</li> <li>• Children know how to share their work with the class, reflected upon what was successful and been able to give useful feedback on the work of their peers.</li> </ul>		



# Lilac Class - Summer 1 - Drawing

## Context for study

### Prior Learning (LKS2):

Developed dexterity skills including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made.

### Future Learning (KS2):

Continue to explore relationship of 2d to 3d. Develop ideas about identity, purpose and intention. Develop dexterity skills.

## 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

## Materials

Soft B pencils, handwriting pens, cartridge paper, black sugar paper, assorted papers/cards, old maps or newspapers, A1 cartridge paper, assorted small objects and plants, PVA glue, tape, scissors.

## Artists

Louise Fili, Grayson Perry, Paula Scher, Chris Kenny





# Turquoise Class - Autumn 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
What is the responsibility of an architect?	What structures might architects use when designing buildings?	How can I make my own house?			How can I reflect on my work?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I discuss the role and responsibilities involved in being an architect?</li> <li>• Can I discover the form and structures architects might use through careful looking and drawing?</li> <li>• Can I make an architectural model of a home?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how to explore domestic architecture which is aspirational and large, and they have explored the Tiny House movement. They can discuss how both these ways of designing might affect our lives.</li> <li>• Children know how to use their sketchbook to collect, record and reflect their ideas and thoughts.</li> <li>• Children know how to make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</li> <li>• Children know how to explore how line, form, structure, material, and scale are all used to make architecture interesting, and how they help to fulfil a design brief.</li> <li>• Children know how to make an architectural model using the 'design though making' technique. They can use their sketchbook to help free their imagination.</li> <li>• Children know how to present their work, reflect, and share it with their classmates.</li> <li>• Children know how to respond to the work of their classmates, sharing their thoughts about their work in relation to the architecture they looked at during the project.</li> <li>• Children know how to photograph their work, thinking about lighting, focus and composition.</li> </ul>		

# Turquoise Class - Autumn 1 - Sculpture

## Context for study

### Prior Learning (KS1 & LKS2):

Introduced discipline of architecture. Explored Design through Making. Explored how creating models helps engage imagination.

### Future Learning (KS2):

Continue to develop dexterity skills including using tools and exploring intention. Develop understanding and articulation about the different purposes behind the work of artists, designers and craftspeople. Understand the importance of art to society.

## Vocabulary

domestic architecture, aspirational, visionary, environmental, tiny house, movement, form, structure, materials, balance, scale, interior, exterior, context, location, design through making, model, maquette, present, share, reflect, respond, articulate, feedback, crit, similarities, differences

## Materials

Soft B pencils, handwriting pens, sharpies, A2 cartridge or sugar paper.

recycled card & paper, wire (modelling wire and thinner florists wire), Modroc, paper fasteners, elastic bands, string/wool/ribbons etc, needles and thread, fabrics, pipe cleaners, straws, elastic bands, lolly sticks, coffee stirrers, matchsticks, withies (willow sticks – can also use found sticks), casting plaster (optional – for certain projects only), foamboard / mountboard

## Artists

Shoreditch Sketcher, Various Architects





# Turquoise Class - Spring 1 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
In what ways can artists express their ideas and opinions?	What do I care about and how best can I communicate this visually?				How can I reflect on my poster or zine?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I understand that art can be used to express the opinions of artists, who in turn speak for sectors of society?</li> <li>• Can I learn that artists can be activists, and many artists choose print as a way to make their art?</li> <li>• Can I identify and explore my own personal voice or message?</li> <li>• Can I identify what I care about and make a poster or zine that communicates that message?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</li> <li>• Children know how to explore how they can find out what they care about, and find ways they might share my ideas with others.</li> <li>• Children know how their classmates may have different things they care about, or share things we care about, but they are all valid.</li> <li>• Children know how to create visuals and text which communicate their message.</li> <li>• Children know how to use line, shape and colour to make their artwork.</li> <li>• Children know how to use typography to make their messages stand out.</li> <li>• Children know how to combine different techniques such as print, collage and drawing.</li> <li>• Children know how to reflect and articulate about their own artwork and artwork made by their classmates.</li> </ul>		

# Turquoise Class - Spring 1 - Drawing

## Context for study

### Prior Learning (LKS2):

Explored how artists bring their own experience to their work. Understood that artists have responsibilities in the way they act in the world, depending upon the discipline in which they work.

### Future Learning (KS2):

Year 6 Block

## Vocabulary

activism, voice, message, community, poster, zine, screen printing, present, share, reflect, respond, articulate, feedback, crit, similarities, differences

## Materials

Soft B pencils, handwriting pens, sharpies.

Option 1: Make a Poster – Wall paper samples, white acrylic paint, PVA glue.

(For the screen printing) – Masking tape, silk screen mesh, printing ink, printing medium, newsprint, cartridge paper or other printable surface, pen/pencil, craft knives (optional), masking tape, cardboard for palette and squeegee, bucket, A4 Acetate sheets and pva glue (optional).

## Artists

Luba Lukova, Faith Ringgold, Shepard Fairey





# Turquoise Class - Summer 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How do artists respond to land and city-scapes?	How can I experiment with paper sizes to make my sketchbook more interesting?	How can I used mixed media to capture the spirit and energy of a place?			How can I reflect on my exploration?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I understand that artists often work outside, finding inspiration from the land and city-scapes?</li> <li>• Can I extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting?</li> <li>• Can I create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how artists respond to land and city-scapes in various ways and use inventive mixed media combinations.</li> <li>• Children know how artists work outside, amongst the land and city-scapes which inspire them, and how they use all their senses to capture the spirit of the place. They have been able to share their response to their work.</li> <li>• Children know how to extend their sketchbook, thinking creatively about how they can change the pages giving themselves different sizes and shapes of paper to work in.</li> <li>• Children know how to continue their exploratory work outside sketchbooks, bringing a “sketchbook way of a thinking” to larger sheets of paper.</li> <li>• Children know how to share their journey and discoveries with others and are able to reflect upon what they have learnt.</li> <li>• Children know how to appreciate and be inspired by the work of their classmates, and can share responses to their work.</li> </ul>		

# Turquoise Class - Summer 1 - Painting

## Context for study

### Prior Learning (LKS2):

Explored working with gestural marks and mixed media. Developed skills in working from original sources. Understood how you use your body, media, tools and intent affect outcome.

### Future Learning (KS2):

Develop skills in combining materials. Develop skills in working from original source and making independent creative decisions about which media to use and how.

## Vocabulary

landscape, cityscape, working from life, mixed media, senses, spirit, energy, capture, composition, format, present, share, reflect, respond, articulate, feedback, crit, similarities, differences,

## Materials

Soft B pencils, handwriting pens, sharpies, coloured pencils, oil/chalk pastels, charcoal, water colour, acrylic paint, ink, assorted papers and envelopes, glue.

## Artists

Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones





# Purple Class - Autumn 1 - Painting



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
In what ways do artists express their identity?	How can I explore portraiture in a light-hearted and flexible way?	What aspects of my identity can I express through a self-portrait?			How can I reflect on my self-portrait?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I understand that artists can explore and express their identity through their artwork?</li> <li>• Can I explore intuitive observational drawing?</li> <li>• Can I experience communal drawing and foster a drawing community of peers?</li> <li>• Can I listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait?</li> <li>• Can I understand how materials can be layered and the effect this creates?</li> <li>• Can I use sketchbooks effectively to refine ideas?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how artists explore their identity by creating layered and constructed images and they can share their response to their work with their classmates.</li> <li>• Children know how to use their sketchbook to record, generate ideas, test, reflect and record.</li> <li>• Children know how to use observational skills to draw from life using a variety of materials.</li> <li>• Children know how to work digitally or physically to create a layered portrait to explore aspects of their identity, thinking about line, shape, colour, texture and meaning.</li> <li>• Children know how to use their curiosity to think about how they might adapt techniques and processes to suit them.</li> <li>• Children know how to share their work with their classmates, articulate how they feel about the journey and outcome. They can listen to feedback from their classmates and respond.</li> <li>• Children know how to appreciate the work of their classmates and they can reflect upon the differences and similarities of their work (and experience) to their own. They can share their response to their work.</li> <li>• Children know how to take photographs of their artwork, thinking about lighting, focus and composition.</li> </ul>		



# Purple Class - Autumn 1 - Painting

## Context for study

### Prior Learning (LKS2):

Explored idea that we can understand more about the artists own experience through the art they make. Explored how we can layer media and imagery to create meaning.

### Future Learning (KS2):

Year 6 Block

## Vocabulary

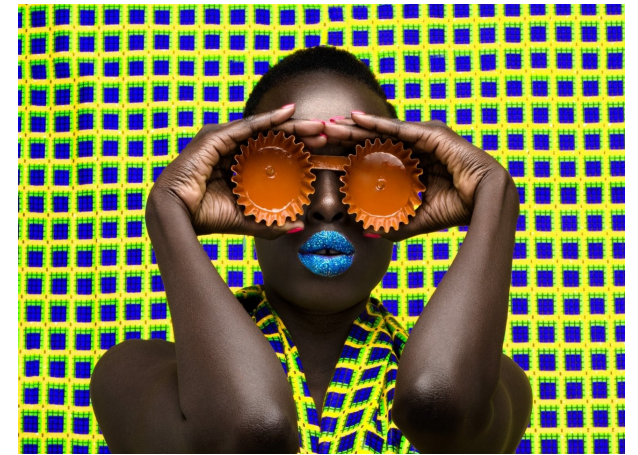
identity, layer, constructed, portraiture, layering, digital art, physical, present, share, reflect, respond, articulate, feedback, crit, similarities, differences

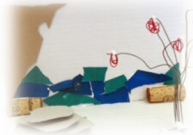
## Materials

Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.

## Artists

Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett





# Purple Class - Spring 1 - Sculpture



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<p>How do designers design sets for theatre?</p> <p>How do designers design sets for animation?</p>	<p>How can I respond to a stimulus to build a model set?</p>				<p>How can I reflect on my set?</p>
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I explore the work of a set designer working in theatre and to respond to their work in my sketchbook?</li> <li>• Can I explore the work of a set designer working in animation and to respond to their work in my sketchbook?</li> <li>• Can I respond to a dramatic stimulus to create my own theatre model set filled with drama and atmosphere?</li> <li>• Can I respond to a creative stimulus to create a model set for an animation, considering characters, mood, setting and narrative?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how to explore how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. They can articulate and share a response to their work.</li> <li>• Children know how to respond to a suggested stimulus (poetry, prose, music, and short film) and design and build a model that which conveys their interpretation of the mood/narrative of the original stimulus.</li> <li>• Children know how to use their sketchbook to generate ideas, jot down thoughts, test materials, record and reflect.</li> <li>• Children know how to share their process and outcome with their classmates, articulating their ideas and methods. They can listen to their feedback and take it on board.</li> <li>• Children know how to take photographs or film of their artwork thinking about presentation, lighting, focus, and composition.</li> </ul>		

# Purple Class - Spring 2 - Sculpture

## Context for study

### Prior Learning (LKS2):

Introduced idea that we can make work inspired by, and to support, other artforms. Introduced a playful approach to design (Design through Making). Developed dexterity and making skills, including the use of tools.

### Future Learning (KS2):

Year 6 Block

## Vocabulary

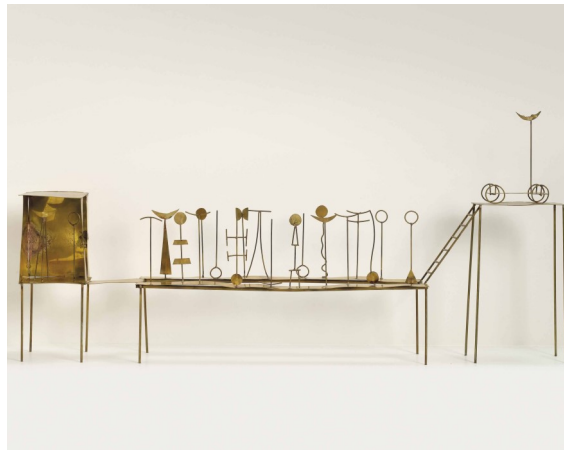
set design, theatre, animation, model, maquette, design through making, imaginative, response, stimulus, interpretation, vision, mood, drama, narrative, lighting, composition, foreground, background, present, share, reflect, respond, articulate, feedback, crit, similarities, differences

## Materials

Soft B pencils, A2 cartridge paper, charcoal, cardboard boxes, selection of small toys, construction materials.

## Artists

Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson





# Purple Class - Summer 1&2 - Drawing



Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
How do artists create 3D objects from 2D drawings & paintings?	What key drawing techniques support seeing and drawing, and enable me to scale up my drawing?		How can I add both texture and form to a simple outline shape? How can I transform a 2D drawing to a 3D object?		How can I reflect on my 3D object?
Learning Objectives			Success Criteria		
<ul style="list-style-type: none"> <li>• Can I explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object?</li> <li>• Can I learn two key techniques that support seeing and drawing: 1) using negative space and 2) the grid method?</li> <li>• Can I add texture and form to simple outline shapes?</li> <li>• Can I understand that structure and balance can make a 2D drawing become a 3D object?</li> <li>• Can I display the work made through the half term and reflect on the outcomes?</li> </ul>			<ul style="list-style-type: none"> <li>• Children know how to explore artists who use their drawing skills to make objects, and they can share their responses to their work, thinking about their intention and outcome.</li> <li>• Children know how to use their sketchbook to record and reflect, collecting the ideas and approaches they like which they see other artists use.</li> <li>• Children know how to use negative space and the grid method to help them see and draw, and to scale up their drawing.</li> <li>• Children know how to transform their drawing into a three-dimensional object.</li> <li>• Children know how to share their work with others, and talk about their intention and the outcome. They can listen to their response and take their feedback on board.</li> </ul>		

# Purple Class - Summer 1&2 - Drawing

## Context for study

### Prior Learning (LKS2):

Explored relationship between 2d and 3d. Explored challenges faced by working in 3 dimensions. Explored drawing and mark making skills and seen how they transfer to different disciplines and genres.

### Future Learning (KS2):

Year 6 Block

## Vocabulary

2d drawing, 3d object, negative space, grid method, scaling up, collage, structure, balance, present, share, reflect, respond, articulate, feedback, crit, similarities, differences

## Materials

Option 1: Flat/Sculptural Drawings: Corrugated cardboard, silhouette images of dogs, handwriting pens, soft B pencils, collage papers/newspapers/photocopies, PVA glue, tape, scissors.

## Artists

Lubaina Himid





Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand drawing is a physical activity.</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</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>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals 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 pastel, oil pastel and or pencil crayon.</p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore &amp; 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 &amp; Draw</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. Explore &amp; 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 &amp; Draw</p> <p>Be an Architect</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore &amp; Draw</p> <p>Music &amp; Art Explore Through Monoprint</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore &amp; Draw</p> <p>Music &amp; Art Make drawings inspired by sound. Music &amp; Art</p>				