

AccessArt Progression (Skills and Knowledge) for Primary Schools Years 1 to 6

Intent:

Through our holistic curriculum at Belmont School, we innovate and provide opportunities for our pupils to:

- Understand the ways art connects us with our history, helps us embrace the present, and empowers us to shape our future.
- Understand that art is far more than a series of technical skills, to ensure our pupils learn *through* art, as well as *about* art.
- Develop creativity, their sense of individuality and draw on their cultural experiences.
- Learn a wide range of skills, developing understanding and showing clear progression, developing them into budding artists!
- Have the opportunity to explore key issues associated with pupil well-being, such as self-confidence and self-esteem and combine this with wider global concepts to make our pupils well rounded, creative and confident artists.

Implementation:

The Art and Design curriculum is implemented through Access Art's 'split' curriculum as Art and Design, and Design and Technology are taught alternatively each half term. <https://www.accessart.org.uk/split-accessart-primary-art-curriculum/>. Access Art provides teachers with critical concepts, teaching notes, video prompts and a wealth of ideas to practise and embed Art skills and knowledge within their classes.

Through their planned schemes of work pupils will:

- Be exposed to the works of a wide variety of artists, designers and craftspeople from across the world, with a mix of contemporary and traditional artists.
- Focus on Pathways based around: 'drawing and sketchbook', 'surface and colour' and 'working in 3 dimensions'.

Teachers are confident in implementing the Art curriculum, our teachers will:

- Receive specific INSET days and afterschool CPD sessions to explore how to deliver the pathways to the pupils.
- Regular opportunities to take part in school to school moderation.
- Work in partnership with local and national art competitions.
- Work in partnership with local, national and international primary and secondary schools.

Impact:

By the time our pupils leave our school they will:

- Express themselves confidently about the world around them through a variety of creative outlets.
- Embody personal and cultural expression through various mediums and art forms.
- Demonstrate knowledge, skills and terminologies and creative outlets.
- Develop their own artistic style that is evident in their sketchbooks.

SLT and subject leaders monitor the impact of our art provision through regular monitoring, including pupil, staff and parent voice.

Our curriculum is one in which the artists and artworks of social, cultural and historical significance are taught in correspondence with the cultural and social experiences of our community. Pupils develop the knowledge, skills, terminologies, and creative outlets to help them express themselves and the world around them with confidence.

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d).</p> <p>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. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Flora & Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Flora & Fauna</p> <p>Artists: Molly Haslund</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours Spirals Flora & Fauna</p> <p>Practice observational drawing Spirals Flora & Fauna</p> <p>Explore mark making Spirals Flora & Fauna</p>	<p>Understand watercolour is a media which uses water and pigment. Exploring Watercolour</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour</p> <hr/> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour</p> <p>Paint without a fixed image of what you are painting in mind. Exploring Watercolour</p> <p>Respond to your painting, and try to “imagine” an image within. Exploring Watercolour</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour</p> <p>Artists: Paul Klee, Emma Burleigh</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making</p> <p>Understand the meaning of “Design through Making” Playful Making</p> <hr/> <p>Use a combination of two or more materials to make sculpture. Playful Making</p> <p>Use construction methods to build. Playful Making</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making</p> <p>Artists: Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>All Pathways for Year 1</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <p>All Pathways for Year 1</p>
<p>Key vocabulary: Spiral, Movement, Pressure, Motion, Line, Continuous, Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Observation, Careful Looking, Object, Drawing, (Water Soluble), Graphite, Oil Pastel, Present</p>		<p>Key vocabulary: Watercolour, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, Imagination, Happy Accident, Explore, Discover, Develop, Scale</p>	<p>Key vocabulary: Sculpture, Sculptor, Three Dimensions, Respond Response, Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine, Tools, Construct, Structure, Balance</p>	<p>Key vocabulary: Reflect, Discuss, Share, Think</p>

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Collage	Printmaking	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Explore Through Monoprint</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</p> <p>Artists: Rosie James, Alice Fox</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Explore Through Monoprint</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint</p> <p>Make visual notes about artists studied. Explore & Draw Explore Through Monoprint</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint</p> <p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint</p> <p>Artists: Xgaoc'o X'are, Leonardo Di Vinci</p>	<p>Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p> <p>Artists: Chris Kenny</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>
<p>Key vocabulary: Re-See, Present, Re-present, Arrange, composition, Listening, Reacting, Seeing & Understanding, Impression, Light, Dark, Shade, Observational Drawing, Close study, Intention, Pressure, Line, Mark, Page Mark Making, Pressure, Sense of Touch, Wax resist, Tone, Shape, Reflect, Share, Discuss, Feedback, Focus, Slow, Careful, Considered, Life size, Scale, Form, Shadow, Crit</p>			<p>Key vocabulary: Mono Print, Mono Type, Carbon paper, Oil Pastel</p>	<p>Key vocabulary: Design Through Making, Experiment, Construct, Respond, Personality, Character, Material, Sculpture, Discard, Edit, Transform, Create, Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Film, Document</p>	<p>Key vocabulary: Narrative, Story, Imagination, Invent, Discover, Present, Reflect, Discuss, Share, Feedback</p>

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint Artists: Heather Hansen, Laura McKendry, Edgar Degas</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Cloth, Thread, Paint Telling Stories</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Cloth, Thread, Paint Telling Stories</p>	<p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p> <p>Continue to develop colour mixing skills. Cloth, Thread, Paint</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p> <p>Artists: Alice Kettle, Hannah Rae</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p> <p>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3</p>
<p>Key vocabulary: Charcoal, Gestural, Loose, Expressive, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tonal Values, Dark, Light, Midtone, Squint.Handprints, Tools, Positive & Negative Shapes, Drama, Silhouette, Lighting, Shadow, Atmosphere, Narrative, Repetitive, Motion, Echo, Memory, Trace, Photograph, Film, Composition, Focus, Lighting, Present</p>		<p>Key vocabulary: Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing</p>	<p>Key vocabulary: Watercolour, Exaggerate, Gesture, Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Sculpture, Armature, Structure, Cover, Modroc, Clay, construct, Model, Character, Personality, Feedback, Photograph, Lighting, Composition, Focus, Intention</p>	<p>Key vocabulary:</p> <p>Present, Review, Reflect, Process, Outcome</p>

Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/ Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <hr/> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p> <p>Artists: Laura Carlin, Shaun Tan</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Exploring Still Life Festival Feasts</p> <p>Reflect. Storytelling Through Drawing Exploring Still Life Festival Feasts</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Exploring Still Life</p> <hr/> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam board. Exploring Still Life</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p> <p>Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<p>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. Festival Feasts</p> <hr/> <p>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. Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</p> <p>Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer</p>	<p>. Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... it links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p>
<p>Key vocabulary: Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p>		<p>Key vocabulary: Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint</p>	<p>Key vocabulary: 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</p>	<p>Key vocabulary: Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p>

Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p> <hr/> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<p>Explore mark making. Typography & Maps Fashion Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Architecture: Big or Small Fashion Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small Fashion Design</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. Fashion Design</p>	<p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”). Fashion Design</p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p> <p><i>Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design</i></p> <p>Fashion Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p> <p>Architect Artists: Shoreditch Sketcher, Various Architects</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>
<p>Key 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,</p>		<p>Key vocabulary: Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Design through Making, Model, Maquette, Body, Wearable, Fit for Purpose, Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location</p>		<p>Key vocabulary: Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Printmaking	Making	Purpose/Visual Literacy/ Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 3D</p> <hr/> <p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 3D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 3D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 3D</p> <p>Artists: Lubaina Himid, Claire Harrup</p>	<p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 3D</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p> <p>Explore combinations and layering of media. Activism</p> <p>Develop Mark Making Activism 2D to 3D Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 3D Shadow Puppets</p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism</p> <p>Use screen printing and/or mono printing over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p> <p>Artists: Luba Lukova, Faith Ringgold, Shepard Fairey</p>	<p>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. Shadow Puppets</p> <hr/> <p>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. Shadow Puppets</p> <p>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Philipp Otto Runge, Pippa Dyrllaga, Thomas Witte</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6</p>
<p>Key vocabulary: 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,</p>	<p>Key vocabulary: Activism, Voice, Message, Community, Poster, Zine, Screenprinting</p>		<p>Key vocabulary: Paper cutting, Cut Outs, Shadow puppets, Performance, Narrative, Character</p>	<p>Key vocabulary: Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>