



Art

at Morton Church of England Primary School

Art Intent Statement

As developing artists, children at Morton Church of England Primary School will be provided with the opportunities to develop their skills and techniques in creating art alongside valuable critical thinking skills about the creative process. They will be exposed to a broad and diverse range of artists, including artists and movements regarded as important historically, along with contemporary local and global artists. They will be able to engage in age-appropriate discussions about the work of artists and their own creative processes. Children will be able to reflect upon influences on artists and their impact on the world around them. They will be encouraged to be curious, explorative, and inventive decision makers about their own artwork and representations whilst receiving opportunities to apply newly learnt skills and techniques.



Art Implementation Statement

At Morton Church of England Primary School, pupils are taught skills and techniques in order to create and refine their art. As well as this they are given opportunities to develop critical thinking skills about their own creative process. Exposure to a broad and diverse range of artists inspires children to build a sense of wonder, curiosity and respect for art and the challenges artists have faced and continue to face around the world. Children are immersed in a progressive curriculum that builds on skills and techniques across keys-stages, that embeds subject specific vocabulary so that the children become articulate, problem- solving communicators. Experiential opportunities are a key component in providing memorable learning experiences.

Children have the opportunity to reflect on their own and their classmates work. Children are encouraged to photograph their own finished pieces.

Art Impact Statement

Our pupils will explore their own development through an experiential, holistic process. They will be encouraged to ask and answer questions about their own artistic processes and historical and contemporary artists. They will be encouraged to explore and widen their cultural capital. As young artists they will develop a rounded knowledge of art skills, in particular, drawing, painting and sculpture by following a curriculum that builds on skills year on year. Alongside this as part of our creative curriculum, children will have opportunities to explore other mediums such as printmaking, digital art and textiles. Their critical skills will develop over time through discussion of art from their own personal starting points to regular use of subject specific vocabulary, this will enable them to become supportive, articulate, creative thinkers.



Art at our school





National Curriculum Expectations

Early Years

By the end of EYFS children will know and be able to...

Key Stage 1

- Safely use and explore a variety of materials both 2D and 3D, tools and techniques, experimenting with colour, design, texture, form and function.
- Create simple representations of events, people and objects.
- Choose particular colours to use for a purpose.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

By the end of KS 1 children will know and be able to ...

- Engage with and participate in a process of self-expression and personal response.
- Use the key elements of drawing, painting and sculpture, including the use of digital media to develop and share their ideas, experiences and imagination.
- Use a range of materials creatively to investigate, experiment and explore their understanding and control of simple techniques. Such as mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.
- Begin to develop a range of art, craft and design processes and techniques in using colour, pattern, texture, line, shape, tone, form and space.
- Look at and talk about the work of artists, craftspeople, architects, film, media makers and designers in local, national, cultural and industrial contexts.
- Begin to use sketchbooks to document parts of their creative process.



Key Stage 2

By the end of LKS 2 children will know and be able to ...

- Articulate their creative process more fully with their peers and other people.
- Use a wider range of creative techniques when producing 2D and 3D work. These will include pencil, charcoal, paint, clay and digital technology.
- Use sketchbooks more widely and understand their uses in documenting a creative process. They will understand sketchbooks vary in size and are a personal response to stimuli by looking at examples from a range of creative sources that include artists, filmmakers and craftspeople.
- Identify and discuss a range of artists, architects and designers in history. They will begin to understand the idea of an arts movement / community, or collective work representing a genre, period or culture. They will be able to begin to develop their own stylistic representations in response.

By the end of UKS 2 children will know and be able to ...

- Evaluate and make choices about their use of a variety of art, craft and design techniques, that include drawing, painting and sculpture with a wider range of materials. They will be able to discuss their media choices and the techniques they have used to inform their work
- Use sketch books to record observations, to review and revisit ideas, and to document their ideas in the form of a creative journal.
- Evidence a more skilful handling of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Share and document their views and ideas of why artists and designers work in the ways they do, thinking more critically about influences on particular periods or cultures and use this understanding to inform their own creative process.



Our Art Curriculum

	Autumn Term	Spring Term	Summer Term
Reception	Forest school- 3D Self-portraits Picasso's trousers Dots and Spots Yayoi Kusama Working with clay- diva lamps Christmas stockings- sewing	Junk modelling Eric Carle- Eric Carle- Mixed Media	Working with clay- monsters Charcoal Sewing- 3D fabric minibeast
Year 1	<p style="text-align: center;"><u>Spirals</u></p> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	<p style="text-align: center;"><u>Simple Printmaking</u></p> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	<p style="text-align: center;"><u>Making Birds</u></p> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
Year 2	<p style="text-align: center;"><u>Explore & Draw</u></p> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<p style="text-align: center;"><u>Expressive Painting</u></p> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	<p style="text-align: center;"><u>Music & Art</u></p> Explore how we can make art inspired by the sounds we hear.
Year 3	<p style="text-align: center;"><u>Gestural Drawing with Charcoal</u></p> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<p style="text-align: center;"><u>Cloth, Thread, Paint</u></p> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	<p style="text-align: center;"><u>Telling Stories Through Drawing & Making</u></p> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.



<p>Year 4</p>	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p><u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p><u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?</p>
<p>Year 5</p>	<p><u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p><u>Making Monotypes</u> Combine the monotype process with painting and collage to make visual poetry zines.</p>	<p><u>Architecture: Dream Big or Small?</u> Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>
<p>Year 6</p>	<p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.</p>



Progression in Knowledge

Age Phase	Year Group	Autumn	Spring	Summer
EYFS	N	<i>Check points (Birth to five and Development matters)</i>		
		<p>Range 3 The natural world Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. Explores objects by linking tog Creating with materials Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Notices and becomes interested in the transformative effect of their action on materials and resources</p>	<p>Range 4 Expressive arts Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations The natural world Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake Creating with materials Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas</p>	
	R	<i>End points (Birth to five and Development matters)</i>		
		<p>Range 5 Expressive arts Creates sounds, movements, drawings to accompany stories The natural world</p>	<p>Range 6 Expressive arts Creates representations of both imaginary and real-life ideas, events, people and objects</p>	



		<p>Notices detailed features of objects in their environment</p> <p>Creating with materials</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose.</p>	<p>Chooses particular colours and materials for their own imaginative purposes. Uses combinations of art forms.</p> <p>Responds imaginatively to art works and objects,</p> <p>Creating with materials</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms.</p>	
Age Phase	Year Group	Autumn	Spring	Summer
KS1	Key Concepts Y1	Drawing, collage , sketchbooks	Printmaking, collage, drawing	Sculpture, drawing, painting, collage
	Y1	<p style="text-align: center;"><u>Spirals</u></p> <p>*I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.</p> <p>*I can make a drawing using a continuous line for a minute or two.</p> <p>*I have made a sketchbook (or perhaps decorated the cover of a</p>	<p style="text-align: center;"><u>Simple Print-Making</u></p> <p>*I can make simple prints using my hands and feet.</p> <p>*I can explore my environment and take rubbings of textures I find.</p> <p>*I can use my rubbings to make an image.</p> <p>*I can push objects I find into plasticine and make prints.</p>	<p style="text-align: center;"><u>Making Birds</u></p> <p>*I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.</p> <p>*I can drawn from life looking closely.</p> <p>*I can experiment with a variety of drawing materials and test ways to</p>



		<p>bought sketchbook) and I feel like it belongs to me.</p> <p>*I can draw from observation for a few minutes at a time.</p> <p>*I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</p> <p>*I can make choices about which colours I'd like to use in my drawing.</p> <p>*I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.</p> <p>*I can talk about what I like in my drawings, and what I'd like to try again.</p> <p>*I can take photos of my artwork.</p>	<p>*I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate.</p> <p>*I can draw into the surface of the foam board and print from the plate.</p> <p>*I can use colour, shape, and line to make my prints interesting.</p> <p>*I can create a repeat print.</p> <p>*I can create a symmetrical or sequenced print.</p> <p>*I can use my sketchbook to collect my prints and test ideas.</p>	<p>make marks that describe what I see.</p> <p>*I can use colour in my drawings and mix two or more different media together.</p> <p>*I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.</p> <p>*I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</p> <p>*I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.</p> <p>*I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual.</p> <p>*I can share my work with my classmates and teachers, and</p>
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				consider what was successful for me.
Artist	Molly Haslund			Ernst Haekel, Hoang Tien Quyet, Dusciana Bravura
Local links	Using the school environment/ Forest School	Using the school environment/ Forest School		Using the school environment/ Forest School
Key Concepts Y2	Drawing, collage , sketchbooks	Painting		Drawing, painting, construction materials
Y2	<u>Explore and Draw</u>	<u>Expressive Painting</u>		<u>Music and Art</u>



		<p><i>*I have seen how some artists explore the world around them to help them find inspiration.</i></p> <p><i>*I can explore my local environment (school, home, etc) and collect things which catch my eye.</i></p> <p><i>*I can explore composition by arranging the things that I have collected.</i></p> <p><i>*I can talk about what I collected, and how and why I arranged the things I collected.</i></p> <p><i>*I can take photographs of my artwork and I can think about focus and light.</i></p> <p><i>*I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</i></p> <p><i>*I can hold an object and I can make a drawing thinking about the way the object feels.</i></p> <p><i>*I can combine different drawing media such as wax resist and</i></p>	<p><i>*I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</i></p> <p><i>*I can start to share my response to the work of other artists.</i></p> <p><i>*I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.</i></p> <p><i>*I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.</i></p> <p><i>*I can use various home made tools to apply paint in abstract patterns. I can be inventive.</i></p> <p><i>*I can make a loose drawing from a still life.</i></p> <p><i>*I can see colours and shapes in the still life.</i></p> <p><i>*I can use my gestural mark making with paint, and incorporate the</i></p>	<p><i>*I have seen how some artists are inspired by other artforms such as music. I can share my response to their work, and listen to others.</i></p> <p><i>*I can listen to sounds, and use my mark making skills to make marks in response.</i></p> <p><i>*I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing.</i></p> <p><i>*I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials.</i></p> <p><i>*I can share my work with the class.</i></p> <p><i>*I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work, and talk about my response to their work.</i></p>
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		<p><i>watercolour, graphite and water, wax crayon and pencil in my observational drawings.</i></p> <p><i>*I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</i></p> <p><i>*I can cut out and collage to explore composition.</i></p> <p><i>*I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</i></p>	<p><i>colours and shapes in the still life to make an expressive painting.</i></p> <p><i>*I can share my experiments and final piece with others and share what I liked and what went well.</i></p> <p><i>*I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.</i></p> <p><i>*I can take a photograph of my final piece, thinking about focus and lighting.</i></p>	<p><i>*I can take photos of my artwork.</i></p>
	Artist	Rosie James, Alice Fox	Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Wassily Kandinsky Tomoko Kawao
	Local links	Exploring the local environment		
Lower KS2	Key Concepts Y3	Drawing (charcoal)	Painting, sewing, drawing	Drawing, sculpture (plasticine)
	Y3	<u>Gestural Drawing with Charcoal</u>	<u>Cloth, Thread, Paint</u>	<u>Telling Stories Through Drawing & Making</u>



		<p><i>*I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</i></p> <p><i>*I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</i></p> <p><i>*I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</i></p> <p><i>*I can understand what Chiaroscuro is and how I can use it in my work.</i></p> <p><i>*I can use light and dark tonal values in my work, to create a sense of drama.</i></p> <p><i>*I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</i></p> <p><i>*I have taken photographs of my work, thinking about focus, lighting, and composition.</i></p>	<p><i>*I have explored how artists combine media and use them in unusual ways to make art.</i></p> <p><i>*I can share my response to their work.</i></p> <p><i>*I can use my sketchbook to make visual notes capturing ideas that interest me.</i></p> <p><i>*I can use my sketchbook to test ideas and explore colour and mark making.</i></p> <p><i>*I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</i></p> <p><i>*I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</i></p> <p><i>*I can share my work with others and share my thoughts about the process</i></p>	<p><i>*I have seen how artists are inspired by other artists often working in other artforms.</i></p> <p><i>*I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</i></p> <p><i>*I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</i></p> <p><i>*I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</i></p> <p><i>*I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</i></p> <p><i>*I can enjoy looking at the sculptures made by my classmates and see ways in which they are</i></p>
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	<p><i>*I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.</i></p>	<p><i>and outcome. I can listen to their feedback and take it onboard.</i></p> <p><i>*I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.</i></p> <p><i>*I can take photographs of my work, thinking about lighting and focus.</i></p>	<p><i>different and similar to each other and to the original character.</i></p> <p><i>*I can share my feedback about my classmates work.</i></p> <p><i>*I can take photographs of my work thinking about focus, background and lighting.</i></p>
Artist	Heather Hansen, Laura McKendry, Edgar Degas	Alice Kettle, Hannah Rae	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
Local links			Local Author/illustrator Ellie Sandall
Key Concepts Y4	Drawing	Drawing, collage, painting	Sculpture
Y4	<u>Storytelling Through Drawing</u>	<u>Exploring Pattern</u>	<u>Sculpture, Structure, Inventiveness and Determination</u>



		<p><i>*I have explored the work of artists who tell stories through imagery.</i></p> <p><i>*I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts.</i></p> <p><i>*I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work.</i></p> <p><i>*I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</i></p> <p><i>*I can use line, shape, and colour using a variety of materials to test my ideas.</i></p> <p><i>*I can think about how I might use composition, sequencing, mark making and some text in my drawings.</i></p> <p><i>*I can create a finished piece which contains sequenced images to describe a narrative.</i></p> <p><i>*I can share my work with others and talk about my journey and outcome. I</i></p>	<p><i>*I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</i></p> <p><i>*I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter.</i></p> <p><i>*I can work in my sketchbooks to explore how I can make drawings inspired by “rules.” I can generate lots of different types of patterns. I can make a tessellated design and think about colour and shape, exploring positive and negative shapes.</i></p> <p><i>*I can present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work.</i></p>	<p><i>*I have seen how we can learn about ourselves through art.</i></p> <p><i>*I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</i></p> <p><i>*I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don’t know exactly what I’m doing.</i></p> <p><i>*I can use a variety of drawing materials to make experimental drawings based upon observation.</i></p> <p><i>*I can construct with a variety of materials to make a sculpture.</i></p> <p><i>*I can see my personality in what I have made.</i></p> <p><i>*I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</i></p> <p><i>*I can appreciate the work of my classmates and I can share my</i></p>
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		<p><i>can listen to their feedback and take it on board.</i></p> <p><i>*I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</i></p> <p><i>*I can take a photograph of my work, thinking about lighting and focus.</i></p>		<p><i>response to their work, identifying similarities and differences in our approach and outcomes.</i></p> <p><i>*I can take photographs of my work thinking about presentation, focus and lighting.</i></p>
	Artist	Laura Carlin, Shaun Tan	Rachel Parker, Shaheen Ahmed, Andy Gilmore	Marcus Coates
	Local links			Visit to Burghley Sculpture Garden
Upper KS2	Key Concepts Y5	Typography, Drawing, Collage, Sketchbooks	Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks	Sculpture, Drawing, sketchbooks
	Y5	<u>Typography and Maps</u>	<u>Making Monotypes</u>	<u>Architecture: Dream Big or Small</u>



		<p><i>*I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</i></p> <p><i>*I have seen how other artists work with typography and have been able to share my thoughts on their work.</i></p> <p><i>*I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</i></p> <p><i>*I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</i></p> <p><i>*I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</i></p> <p><i>*I can make my drawings appear visually stronger by working over maps</i></p>	<p><i>*I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work.</i></p> <p><i>*I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.</i></p> <p><i>*I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.</i></p> <p><i>*I can use my sketchbook to explore my ideas.</i></p> <p><i>*I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.</i></p>	<p><i>*I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.</i></p> <p><i>*I can use my sketchbook to collect, record and reflect my ideas and thoughts.</i></p> <p><i>*I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</i></p> <p><i>* I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.</i></p> <p><i>*I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.</i></p>
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	<p><i>or newspaper to make my marks stronger.</i></p> <p><i>*I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.</i></p> <p><i>*I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</i></p> <p><i>*I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</i></p>	<p><i>*I can share my thinking and outcomes with my classmates. I can listen to their views and respond.</i></p> <p><i>*I can share my response to the artwork made by my classmates.</i></p> <p><i>*I can photograph my work, thinking about lighting, focus and composition.</i></p>	<p><i>*I can present my work, reflect and share it with my classmates.</i></p> <p><i>*I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.</i></p> <p><i>*I can photograph my work considering lighting, focus and composition.</i></p> <p><i>*I can make short films of my work giving a close-up tour of my architectural model.</i></p>
Artist	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Kevork Mourad	Shoreditch Sketcher Various architects
Local links			



	Key Concepts Y6	<i>Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</i>	Collage, drawing, sketchbooks, digital medium	sculpture
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<p>Y6</p>	<p style="text-align: center;"><u>2D Drawing to 3D Making</u></p> <p><i>*I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</i></p> <p><i>*I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</i></p> <p><i>*I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</i></p> <p><i>*I can use negative space and the grid method to help me see and draw.</i></p> <p><i>*I can explore typography and design lettering which is fit for purpose.</i></p> <p><i>*I can transform my drawing into a three dimensional object.</i></p> <p><i>*I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</i></p>	<p style="text-align: center;"><u>Exploring Identity</u></p> <p><i>*I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.</i></p> <p><i>*I can use my curiosity to think about how I might adapt techniques and processes to suit me.</i></p> <p><i>*I can use my sketchbook to record, generate ideas, test, reflect and record.</i></p> <p><i>*I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</i></p> <p><i>*I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.</i></p>	<p style="text-align: center;"><u>Take a seat</u></p> <p><i>*I have explored the work of a craftsman / designer and seen how they bring personality to their work.</i></p> <p><i>*I have seen how chair design has changed through the ages.</i></p> <p><i>*I can use my sketchbook to make visual notes to record and reflect.</i></p> <p><i>*I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</i></p> <p><i>*I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.</i></p> <p><i>*I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</i></p>
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		<p><i>*I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</i></p> <p><i>*I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</i></p>	<p><i>*I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</i></p> <p><i>*I can take photographs of my artwork, thinking about lighting, focus and composition.</i></p>	<ul style="list-style-type: none"> <i>I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.</i> <i>I can respond to the work made by my classmates and I can share my thoughts.</i> <i>I can take photographs of my work, thinking about focus, light and composition.</i>
Artist		<i>Lubaina Himid, Claire Harrup</i>		<i>Yinka Ilori</i>
Local links				

(Subject) Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Skill: Use a range of	Skill: Use lines of	Skill: Use line, tone,	Skill: Draw natural and man-made items looking at	Skill: Draw from close	Skill: To draw using simple	Skill:



	<p>media to mark make for example create lines of different thicknesses, show evidence of various pressures, explore effects of application, eg fingers, brushes stamps, found objects</p>	<p>different thicknesses. Experiments with applying pressure when shading. Hold a tool appropriately when sketching. Draw from direct observation.</p> <p>Sketch book: Pencil pressure tests, line thickness with different mediums.</p>	<p>and pattern in their drawing. From direct observation of an object, make a series of drawings (use of sketch books) before presenting their completed art work. Sketch using a range of media (pencils, pastels, charcoal) Draw from direct observation. Sketchbooks: Sketching using</p>	<p>pattern, shape and form. (identifying and creating) Use a variety of line styles to add surface detail to drawings/paintings/printings . Draw accurately from direct observation Sketchbooks: Observational drawings focusing on pattern, line and shape, self portrait sketching using line.</p>	<p>observation to capture fine details. Use tone to emphasise form in drawing and painting. Draw simple 3D shapes. Draw accurately from direct observation. Sketchbooks: Practice adding tone to 3D shapes using different sketching techniques. Draw a small section of an observational piece focusing on texture.</p>	<p>rules of perspective. Use cross hatching to add tonal detail Develop shading techniques to create cylindrical and spherical forms. Draw in detail from direct observation and memory. Sketchbooks: Tonal sketching techniques (hatching, cross hatching, scribble, smudging). Adding tonal techniques to</p>	<p>To use pen and ink to add line, tone and perspective. To use pen, pencil, charcoal, to represent light and shade, form and pattern, and texture in a range of drawing work. Draw in detail from direct observation and memory. Sketchbooks: Use a range of media to create shade,</p>
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			different dry media, patterns, making texture. Observational drawings of different objects.			cylindrical and spherical forms.	draw in perspective, draw sections in detail.
Painting	Skill: Use a range of media to mark make create approximations of known experience, eg this is mummy explore effects of application, eg fingers, brushes stamps, found objects	Skills: Name primary colours and collate into groups of similar shades. Create simple pattern using colours and shapes. Apply paint using a range of tools (EG. Large brushed,	Skill: Use line and tone to draw shape pattern and texture. Mix paint colours to create new paints and colours. Select and match colours, saying how they make them feel. Create patterns	Skill: Look at a range of patterns, textures in colour, and create your own repeated pattern. Create and use natural colours to match a natural environment. Sketchbooks: Block colours, creating pattern texture with paint, paint techniques, repeated patterns.	Skill: Use bold colour and shapes to create graphic style prints. Use complimentary and contrasting colours for an effect. Add textural materials to paint to create a desired effect. Use the appropriate tool for the art	Skill: Add black and white paint to make different tones of and colour. Use a colour wheel to experiment with analogous colours and complimentary colours. Use paint application techniques and brush strokes to create mood	Skill: Use paint techniques and brush strokes characteristic of a specific genre or artist. Mix and use colour to reflect mood and atmosphere. Sketchbooks: Colour wheel, adding dark



		hands, feet). Sketch book: Colour wheel, paint mixing, paint with tools, patterns	Sketchbooks: Print patterns using different natural sources, mixing paints.		form, with greater precision. Sketchbooks: Pop style art, bold prints, contrasting and complementary colours.	and atmosphere. Apply paint with increasing control by choosing the correct brush (eg. Watercolour) and the correct paints (Eg. Wash) Use a paint brush grip and pressure to create different effects (Eg. Wash technique, calligraphy, stippling)	and light to create a shade/tone
Sculpture		Skill: Uses lines to represent a shape or outline.	Skill: Use clay and other modelling materials to create a simple	Skill: Use a range of modelling materials, look in detail at natural objects including shells and leaves. Sketchbooks:	Skill: Use stencils for cutting and printing.	Skill: Carve and sculpt using a range of tools and finishing techniques.	Skill: Use precise skills of cutting, layering etc, and a range



		<p>Cut and tear paper and glue it to a surface. Use modelling materials to create a realistic or imaginative form. Handle and manipulate ridged and malleable materials and say how they feel. Sketch book: tearing and cutting different materials, collage patterns.</p>	<p>sculpture (imaginary or realistic form) Use a range of natural materials and fabrics, different types of paper to create form and texture (3D models) Sketchbooks : Testing natural materials, making patterns, testing patterns.</p>	<p>Collect objects and make patterns, sketch in detail materials collected (shells, leaves) print using natural materials.</p>	<p>Use lino cutters, hobby knives, potato peelers. Sketchbooks: Printmaking with aluminum foil, card and string, potato, mono printing.</p>	<p>Sketchbooks: Creating texture, selecting tools/techniques to create an effect.</p>	<p>of fabrics to create collage. Use etching techniques and tools to add detail to sculpture (eg. Skewers, rounded knives, lino cutters) Sketchbooks : Testing materials, colours and fabrics. Layering techniques.</p>
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Vocabulary



Nursery			
Reception			
Year 1	<p>Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making</p> <p>Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour</p> <p>Reflect, Discuss, Share, Think</p>	<p>Simple Printmaking: Print, Press, Pressure, Paint</p> <p>Primary colours: Red, Yellow, Blue</p> <p>Shape, Line, Arrangement</p> <p>Rubbing, Texture,</p> <p>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p> <p>Explore, Try, Test, Reflect</p> <p>Artwork, Artist: Printmaker</p> <p>Relief print, Plasticine, Plate, Impression,</p> <p>Colour Mixing, Secondary Colours: Green, Orange, Purple</p> <p>Pattern, Sequence, Picture, Image</p> <p>Reflect, Discuss, Share, Crit</p>	<p>Making Birds: Lines, Shapes, Mark Making, Texture</p> <p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</p> <p>Observation, Close study,</p> <p>Blending, Texture</p> <p>Explore, Discover</p> <p>Transform,</p> <p>Fold</p> <p>Tear</p> <p>Crumple</p> <p>Collage</p> <p>Sculpture, Structure, Balance</p> <p>Texture, Personality, Character,</p> <p>Installation</p>



			<p>Flock</p> <p>Collaboration</p> <p>Present, Reflect, Share, Discuss</p>
Year 2	<p>Explore & Draw: Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback</p>	<p>Expressive Painting: 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</p>	<p>Music & Art: Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback,</p>



		Present, Share, Reflect, Discuss, Feedback,	
Year 3	<p>Gestural Drawings with Charcoal: Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.</p> <p>Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p> <p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.</p> <p>Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,</p> <p>Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p> <p>Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback</p>	<p>Paint, Cloth, Thread: Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,</p> <p>Test, Experiment, Try Out, Reflect,</p> <p>Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash</p> <p>Present, Review, Reflect, Process, Outcome</p>	<p>Telling Stories Through Drawing & Making: Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response</p> <p>Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture</p> <p>Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality</p> <p>Present, Share, Reflect, Respond, Feedback,</p> <p>Photograph, Lighting, Composition, Focus, Intention,</p>
Year 4	<p>Storytelling Through Drawing: Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p> <p>Poetry, Prose, Stage, Arrange</p> <p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</p>	<p>Exploring Pattern: Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves</p> <p>Purpose, Decorative, Pleasing, Aesthetic,</p> <p>Generate, Explore, Experiment,</p> <p>Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange</p> <p>Fold, Origami, Design,</p>	<p>Sculpture, Structure, Inventiveness & Determination: Personality Traits</p> <p>Exploration, Inventive, Challenge,</p> <p>Character, Personality, Explore, Discover</p> <p>Construct, Experiment, Imagine, Rethink,</p> <p>Stand Back, Reflect, Understand, Analyse,</p>



	<p>Composition, Sequencing, Visual Literacy, Narrative</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Tools, Pliers, Scissors, Glue Guns,</p> <p>Construction Materials, Fastening Materials,</p> <p>Structure, Sculpture, Balance, Creative Risk,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Photograph, Lighting, Focus, Composition,</p>
Year 5	<p>Typography & Maps: Typography, Lettering, Graphics, Design,</p> <p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Making Monotypes: Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate,</p> <p>Mood, Sense,</p> <p>Layer, Combine, Multi Media</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Architecture Dream Big or Small: Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,</p> <p>Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location</p> <p>Design through Making, Model, Maquette,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>
Year 6	<p>2D Drawing to 3D Making: 2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space</p> <p>Grid method</p>	<p>Exploring Identity: Identity, Layer, Constructed,</p> <p>Portraiture</p> <p>Layering</p> <p>Digital Art, Physical</p>	<p>Take a Seat: Chair Design, Designer, Craftsperson, Maker</p> <p>3D Doodle, Design through Making,</p> <p>Chair Design</p> <p>Expression, Personality, Character,</p> <p>Materials, Form, Function,</p>



	<p>Scaling up</p> <p>Net, Typography, Graphic Design Collage</p> <p>Structure</p> <p>Balance</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>
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