



## Barrow CE School

### Art Curriculum Map and Supporting Information

#### Barrow CE School Art Statement of Intent

At Barrow CE Primary School, our Christian vision of **“Let Your Light Shine” (Matthew 5:16)** is at the heart of our Art curriculum. We believe that every child is uniquely created with their own imagination, ideas and creative talents, and our aim is to provide opportunities for every pupil to express themselves confidently and allow their creativity to shine.

Art plays a fundamental role in the holistic development of our children. Through exploring a wide range of artistic techniques, materials and styles, pupils develop their ability to communicate ideas, emotions and experiences in creative and meaningful ways. We encourage children to approach the world with a sense of wonder and curiosity, appreciating the beauty, diversity and creativity found within their surroundings and in the work of others.

Our Art curriculum develops critical thinking and a deeper understanding of both our own cultural heritage and that of diverse cultures across the world. By studying a range of artists, designers and craftspeople throughout history and from different communities, children learn to respect and celebrate different perspectives and artistic traditions.

We aim to nurture resilient, reflective and independent learners who understand that artistic development is a journey of exploration, experimentation and perseverance. Through creating, evaluating and refining their work, pupils develop confidence, take pride in their achievements and learn that their individual creativity can be used to let their light shine.

### **Barrow CE School Art implementation**

At Barrow CE School we implement a skills and knowledge focused Art curriculum that enables children to develop their creative imagination while providing many opportunities to hone and master key artistic processes, including drawing, painting, printing, collage, textiles, and sculpture. Where possible, our Art pathways are linked to other areas of the curriculum, ensuring that learning is interconnected and outcomes serve a meaningful purpose. Each lesson involves a comprehensive approach, including with the analysis of existing artworks, research on a chosen artist or the collection of personal stimuli for projects, and exploration and practice of various visual elements of art such as line, tone, texture, colour, pattern, shape, and 3D form. The culmination of each unit involves the creation of a personal final piece.

Throughout their artistic journey, children are prompted to make reflections, which are documented in their sketchbooks that accompany them throughout their school years. These sketchbooks serve as a tangible record of their artistic progression. Additionally, photographic evidence of larger group projects or 3D models is also preserved in these books. To enrich the learning experience, our pupils also participate in community projects such as the Barrow Rose Show.

## Barrow CE School Art impact

The impact of our Art curriculum is seen in children who are confident, curious and reflective artists. Through pupil voice, gallery sessions, sketchbook monitoring and the celebration of artwork throughout the school, children are encouraged to articulate their ideas, evaluate their creative journey and appreciate the achievements of others.

Our learning environments celebrate the individuality and talents of every child, with artwork displayed proudly across the school. This promotes a culture where creativity is valued, achievements are celebrated and every child is encouraged to recognise the unique gifts they bring to our school community.

By the time pupils leave Barrow CE Primary School, they will have developed a broad understanding of artists, designers and artistic traditions, alongside the skills to create purposeful and personal artwork. They will be resilient, imaginative and thoughtful learners who understand the importance of creativity, self-expression and reflection, using their talents with confidence to let their light shine in the wider world.

## Barrow CE School Art Pathways

### Acorn Class Reception: 7 areas of exploration

Autumn	Spring	Summer
<b>What can we see?</b> Choose activities based on the children's interests from the list below: Finding circles	<b>How can we build worlds?</b> Choose activities based on the children's interests from the list below: Creating a book world Insect hotels	<b>How can we explore 3D materials?</b> Choose activities based on the children's interests from the list below: Insect hotels Marbled hole punch sketch book

<p>Shells – observational and imaginative drawing Collecting arranging drawing Still life composition inspired by Cezanne</p> <p><b>How can we explore colour?</b> Choose activities based on the children’s interests from the list below: Explorer’s books- collecting colour T-shirt paintings Collaging with wax crayon rubbings Collecting, arranging, drawing</p>	<p><b>How can we explore materials and marks?</b> Choose activities based on the children’s interests from the list below: Burton Hathlow ducklings Transforming objects Galaxy painting Drawing on pebbles Collaging with wax crayon rubbings Autumn floor textiles Dressing up as a fossil T shirt paintings</p>	<p><b>How can we use our bodies to make art?</b> Choose activities based on the children’s interests from the list below: Dressing up as a fossil Printing with string</p> <p><b>How can we use our imaginations?</b> Choose activities based on the children’s interests from the list below: Galaxy painting Prop making for toys</p>
---	--	---

## Acorn Class Year One and Two

Year A 23-24

Autumn	Spring	Summer
<p>Drawing Spirals Drawing and making inspired by illustrators</p>	<p>Painting Exploring watercolour</p>	<p>Sculpture Making birds Stick transformation project</p>

## Acorn Class Year One and Two

### Year B 24-25

Autumn	Spring	Summer
Drawing Explore and draw Christmas art and design activities using art skills	Painting Expressive painting Music and art	Sculpture Playful making Inspired by flora and fauna

## Oak Class Year Three and Four

### Year A 2024-2025

Autumn	Spring	Summer
Drawing Gestural Drawing with Charcoal age 5-8	Painting/Printmaking Working with shape and colour	Sculpture

		Telling stories through drawing and making
--	--	--

### **Oak Class Year Three and Four**

#### **Year B 2025-2026**

Autumn	Spring	Summer
Drawing Storytelling through drawing – make links to National Poetry Day	Painting Cloth thread and paint	Sculpture Be an architect

### **Willow Class Year Five and Six**

#### **Year A 2024-2025**

Autumn	Spring	Summer
Drawing Typography & Maps	Painting/Printmaking Making Monotypes	Sculpture Take a Seat

**Willow Class Year Five and Six**

**Year B 2025-2026**

Autumn	Spring	Summer
Drawing 2D Drawing to 3D Making	Painting Mixed Media Land & City Scapes	Sculpture Sculpture, Structure, Inventiveness & Determination

**Barrow CE School Artists Covered**

	Autumn	Spring	Summer
Reception	Cezanne	Paul Klee	Jackson Pollock or Kandinsky and Monet

Acorn Year A	Molly Haslund Kandinsky Maurice Sendak	Emma Burleigh Paul Klee	Andrea Butler Chris Kenny Andy Goldsworthy
Acorn Year B	Andy Goldsworthy Nicola White	Charlie French Van Gogh, Howard Hodgkins, Cezanne Kandinsky	Faith Bebbington, Christo and Jeanne Claude, Henri Rousseau, Eric Carle
Oak Year A	Heather Hansen, Laura McKendry, Edgar Degas	Henri Matisse Claire Willburg	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake, Ellis Hanson
Oak Year B	Laura Carlin, Shaun Tan	Alice Kettle, Hannah Rae	Hundertwasser, Zaha Hadid, Heatherwick Studios
Willow Year A	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Kevork Mourad	Yinka Ilori
Willow Year B	Lubaina Himid, Claire Harrup	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan	Marcus Coates

### Barrow CE School Art Vocabulary

Vocabulary should include key words below. Additional vocabulary is available in the medium-term plans for each pathway. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes.

Reception	<b>What can we see?</b> Image, picture, look closely, Sketchbook, imagine, shadow	<b>How can we use our imaginations?</b> Imagine, create, design, free, connect, fabric	<b>How can we explore colour?</b> Collection, ink, paint, explore, mix, crayon	<b>How can we build worlds?</b> Sculpture, design, model, join, decorate	<b>How can we explore materials and marks?</b> Overlap, printing, outline, watercolour, rubbing, collage <b>How can we use our bodies to make art?</b> Outline, texture, canvas, print, excess paint, pressure	<b>How can we explore 3D materials?</b> Build, join, attach, marbling ink, hole punch, scrap paper
Year 1	<b>Spirals:</b> Spiral, Continuous Line,  Graphite,  Drawing Surface (Paper, Ground)  Oil Pastel, Blending  <b>Drawing Inspired by illustrators</b>  Illustrator, observation, sketch, background, mark making		<b>Playful Making:</b> Sculpture, Sculptor, Three Dimensions  Design,  Construct, Structure	<b>Exploring Watercolour:</b> Watercolour,  Wet on dry  Wet on wet  Primary colours, secondary colours,  Colour mixing	<b>Making Birds:</b> Texture  Observation,  Explore,  Transform,  Collage  Sculpture,	<b>Flora &amp; Fauna:</b>  tones, hues, tints  Graphite,  Oil Pastel, Graphite,  Painted paper
Year 2	<b>Explore &amp; Draw:</b>		<b>Expressive Painting:</b>	<b>Stick Transformation:</b>	<b>Music &amp; Art:</b>	

	<p>Explore and Collect</p> <p>Curious</p> <p>arrange, composition</p> <p>Pattern</p>	<p>Abstract</p> <p>Emotion</p> <p>Personal</p> <p>Imagination</p> <p>Still life</p> <p>Landscape</p>	<p>Design</p> <p>Select</p> <p>Experiment</p> <p>Join</p> <p>Material</p> <p>Sculpture</p>	<p>Rhythm</p> <p>Listen</p> <p>Respond</p> <p>Loose</p> <p>Pressure</p> <p>Abstract</p>
Year 3	<p><b>Gestural Drawings with Charcoal:</b></p> <p>Charcoal, Loose, Expressive</p> <p>Drama, Lighting, Shadow, Atmosphere,</p>	<p><b>Working with shape and colour</b></p> <p>Print</p> <p>Colour</p> <p>Arrange</p> <p>Collage</p> <p>Focus</p> <p>Composition</p>	<p><b>Telling Stories Through Drawing &amp; Making:</b></p> <p>Brainstorm, Explore, Wash, Layer, Exaggerate, Composition</p>	
Year 4	<p><b>Storytelling Through Drawing:</b></p> <p>Illustration , Interpretation, Graphic Novel, Illustrator, Mark Making, Medium</p>	<p><b>Cloth, Thread and paint:</b></p> <p>Mixed Media, Background and Foreground, Impasto, Dilute, Tension, Repeated Pattern</p>	<p><b>Be an architect</b></p> <p>Architect,</p> <p>Model, Scale,</p> <p>Three Dimensional, Form, Structure,</p>	

Year 5	<p><b>Typography &amp; Maps:</b>          Typography, Lettering, Graphics, Design,</p> <p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p>	<p><b>Making Monotypes:</b>          Monotype, Installation Poetry, Evoke, Response, Translate,</p> <p>Mood, Sense,</p> <p>Layer, Combine, Multi Media</p>	<p><b>Land and Cityscapes:</b>          Landscape, Cityscape, Mixed Media,</p> <p>Senses, Spirit, Energy, Capture,</p> <p>Composition, Format</p> <p>Present, Share, Reflect, Respond,</p>
Year 6	<p><b>2D Drawing to 3D Making:</b>          2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space          Grid method</p> <p>Scaling up</p> <p>Net, Typography, Graphic Design          Collage</p> <p>Balance</p>	<p><b>Mixed Media</b>          Landscapes, cityscapes, explore, experiment, capture, combine, medium, impasto, layering</p>	<p><b>Take a Seat:</b>          Chair Design, Designer, Craftsperson, Maker</p> <p>3D Doodle, Design through Making,</p> <p>Chair Design</p> <p>Expression, Personality, Character,</p>

Progression of skills and knowledge from Reception to Year Six

Reception	Purple = Substantive Knowledge - I know that...		Green = Implicit Knowledge / Skills- I can...			
Drawing	Sketchbooks (learning journey)	Printmaking	Painting	Collage	Sculptures	Purpose/Visual Literacy/Articulation
<p>Artists explain what they have created. Different shapes represent different things. Artists choose colours carefully.</p> <p>Hold drawing mediums (pencil, chalk etc) with increasing control, using a consistent</p>	<p>Artists can use sketch books to record their ideas and try out different techniques</p> <p>Create lines and shapes that more clearly reference a given shape or concept</p> <p>Use a variety of drawing apparatus</p>	<p>Printmaking can be used to create multiple impressions of the same item</p> <p>Different materials and apparatus create different textures when used for printing</p> <p>Create pictures and patterns using paint and printing methods</p>	<p>That there are 3 primary colours - red yellow and blue</p> <p>Know that when paint is mixed, it will change its colour.</p> <p>Independently access painting resources from continuous provision</p> <p>Name and recognise the primary colours</p>	<p>Understand that art can be represented by cutting and sticking different mediums together i.e., collage</p> <p>Tear, cut, rip and join different types of paper and card to build a picture or image</p>	<p>Art can be represented by 3d structures.</p> <p>These are called sculptures Artists that create these are called sculptors</p> <p>Sculpt, shape, twist and bend materials to make new 3D shapes</p>	<p>Artists sometimes base their artwork on stories or feelings</p> <p>Close their eyes and describe what they remember describe the colours about a piece of artwork</p> <p>Build a story around the art</p> <p>Describe a picture created by an artist</p>

<p>grip. (full grip of three fingered grip).</p>	<p>Create basic shapes that represent objects</p> <p>Represent a variety of colours</p>	<p>Use different dilutions of paints to give a thick or a thin effect</p>	<p>Look at and talk about their artwork (ongoing)</p> <p>Hold painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three -fingered grip .</p> <p>Create lines and shapes that more clearly reference a given shape.</p> <p>Using painting apparatus, they can create basic shapes that represent objects from observation or imagination.</p> <p>Paint on different surfaces.</p> <p>Select thick and thin brushes</p> <p>Explore mixing colours</p>	<p>Use glue, masking tape and Sellotape to attach different materials together to create a layered image</p>	<p>Attach and join materials using glue, tape, staples, paper fasteners</p> <p>Use modelling tools to shape and model materials e.g. clay, dough, pipe cleaners, tin foil</p> <p>Join materials using glue</p>	
--	---	---	---	--	--	--

--	--	--	--	--	--	--

Year 1	Purple = Substantive Knowledge - I know that...	Green = Implicit Knowledge / Skills- I can...			
Drawing	Sketchbooks	Painting	Collage	Sculpture	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. <a href="#">Spirals</a>	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a>	Understand watercolour is a media which uses water and pigment. <a href="#">Exploring Watercolour</a>	Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a>	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Making Birds</a>	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.
Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a>	Use sketchbooks to:  Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Exploring Watercolour</a>	Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <a href="#">Exploring Watercolour</a>	Understand we can create our own papers with which to collage. <a href="#">Making Birds</a>	Understand the meaning of "Design through Making" <a href="#">Making Birds</a>	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.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a>	Practice observational drawing <a href="#">Spirals</a> <a href="#">Making Birds</a>	Understand that adding white to a paint creates tints and that adding black creates shades <a href="#">Exploring watercolours</a>	Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a>	Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a>	<a href="#">All Pathways for Year 1</a>
Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a>	Explore mark making <a href="#">Spirals</a> <a href="#">Exploring Watercolour</a> <a href="#">Making Birds</a>	Understand that colours can be described as warm or cool <a href="#">Exploring watercolours</a>		Use construction methods to build. <a href="#">Making Birds</a>	Reflect upon the artists' work, and share your response verbally ("I liked...").
Draw from paused film, observing detail using pencil, graphite,	Explore the work of an Illustrator and use a sketchbook to record observations. <a href="#">Drawing inspired by illustrators</a>  Mix colours using soft pastels <a href="#">Drawing inspired by illustrators</a>	Know that you can mix primary colours to create		Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a>	Present your own artwork (journey and any final outcome), reflect and

handwriting pen. <a href="#">Making Birds</a>	<i>I can present my work as part of a larger artwork, and I</i>	<a href="#">secondary colours</a> <a href="#">Exploring watercolours</a>			share verbally (“I enjoyed... This went well”).
I can be inspired by the mark making of Maurice Sendak and apply it to observational drawings of my own toys <a href="#">Drawing inspired by illustrators</a>  I can draw directly from life, making quick sketches expressing emotion and personality <a href="#">Drawing inspired by illustrators</a>  I can explore mark making, and use marks to create a (sometimes shared) background <a href="#">Drawing inspired by illustrators</a>	<i>can share my response to my own work and also to the work of my peers</i> <a href="#">Drawing inspired by illustrators</a>	Explore watercolour in an intuitive way to build understanding of the properties of the medium. <a href="#">Exploring Watercolour</a>  Paint without a fixed image of what they are painting in mind. <a href="#">Exploring Watercolour</a>  Respond to their painting, and try to “imagine” an image within. <a href="#">Exploring Watercolour</a>  Work back into their painting with paint, pen or coloured pencil to develop the imaginative imagery. <a href="#">Exploring Watercolour</a>			Some children may feel able to share their response about classmate’s work.

<b>Year 2</b>	Purple = Substantive Knowledge I know that...	Green = Implicit Knowledge / Skills -I can ...			
<b>Drawing</b>	<b>Sketchbooks</b>	<b>Painting</b>	<b>Collage</b>	<b>Sculpture</b>	<b>Purpose/Visual Literacy/Articulation</b>

Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a>	Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 2</a>	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a>	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a>	Understand when we make sculpture by adding materials it is called Construction <a href="#">Stick Transformation Project</a>	Understand artists take their inspiration from around them, collecting and transforming.  Understand that in art we can experiment and discover
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a>	Work in sketchbooks to:  Explore the qualities of different media. <a href="#">Explore &amp; Draw</a>	Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a>	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. <a href="#">Explore &amp; Draw</a>	Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Stick Transformation Project</a> <a href="#">Music and art</a>	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. 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. <a href="#">All Pathways for Year 2</a>
Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. <a href="#">Explore &amp; Draw</a>  Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</a>	Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw</a>  Explore colour and colour mixing. <a href="#">Expressive Painting Music and Art</a>  Make visual notes about artists studied. <a href="#">Explore &amp; Draw Music and art</a>	Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting Music and Art</a>  Understand the concept of still life. <a href="#">Expressive Painting</a>	Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw Music and Art</a>	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. <a href="#">Stick Transformation Project</a>	Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw</a>  Create final collaged drawings (see column 5 "collage") which explore composition. <a href="#">Explore &amp; Draw</a>  Make drawings inspired by sound. <a href="#">Music &amp; Art</a>		Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using different tools. <a href="#">Expressive Painting Music and Art</a>  Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. <a href="#">Expressive Painting Music and art</a>			Talk about intention. Share responses to classmate's work, appreciating similarities and differences.  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. <a href="#">All Pathways for Year 2</a>

Year 3	Purple = Substantive Knowledge I know that...		Green = Implicit Knowledge / Skills - I can ...			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Sculpture	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a>	Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a>	Understand that screen prints are made by forcing ink over a stencil. <a href="#">Working with Shape &amp; Colour</a>	Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a>	Understand that we can combine collage with other disciplines	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a>	To understand that visual artists look to other artforms for inspiration.
Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a>	Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a>	Understand that mono print can be used effectively to create prints which use line.	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). <a href="#">Telling Stories</a>	such as drawing, printmaking and making.	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a>	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.
Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a>	Work in sketchbooks to:  Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a>	That screen prints can be used to create prints which use thicker lines and / or shapes. <a href="#">Working with Shape &amp; Colour</a>		Cut shapes from paper (free hand)	That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a>	Understand artists often collaborate on projects, bringing different skills together.
Understand that animators make drawings that move.	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. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a>	Use mono print or screen print over collaged work to make a creative response to an original artwork		and use as elements with which to collage, combined	An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a>	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a>	You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a>	Consider use of layers to develop meaning. <a href="#">Working with Shape &amp; Colour</a>		with	Use Modroc or air dry clay	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. <a href="#">All Pathways for Year 3</a>
Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a>	Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a>			printmaking (see column 3 "printmaking" ) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. <a href="#">Working with</a>	to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a>	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").
Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a>	Brainstorm animation ideas. <a href="#">Working with Shape &amp; Colour</a>				Make an armature to support the sculpture. <a href="#">Telling Stories</a>	Present their 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.  Work collaboratively to present outcomes to others where appropriate. Present as a team.  Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Develop mark making skills by deconstructing the work of artists. <a href="#">Cloth, Thread, Paint</a>				<a href="#">Shape &amp; Colour</a>		
--	--	--	--	------------------------------------	--	--

Year 4	Purple = Substantive Knowledge -I know that...	Green = Implicit Knowledge / Skills I can ...		
Drawing	Sketchbooks	Painting	Sculpture	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a>	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a>	Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a>	<i>That architects design buildings and other structures which relate to our bodies and which enhance our environment. <a href="#">Be an architect</a></i>	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
	Use sketchbooks to: <a href="#">Practise drawing skills. Storytelling Through Drawing</a>	Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a>		Understand artists often collaborate on projects, bringing different skills together.
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. <a href="#">Storytelling Through Drawing</a>	Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing</a>	Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint</a>	That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. <a href="#">Be an architect</a>	<a href="#">Deconstruct and discuss an original artwork</a> , using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Interpret poetry or prose and create sequenced images in either an accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a>	Test and experiment with materials. <a href="#">Storytelling Through Drawing</a>	Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <a href="#">Cloth, Thread, Paint</a>	That we can use drawing as a way to help us process and understand other people's work.	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. <a href="#">All Pathways for Year 4</a>
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. <a href="#">Storytelling Through Drawing</a>	Brainstorm pattern, colour, line and shape.  Reflect. <a href="#">Storytelling Through Drawing</a>  x		That we can use digital tools such as drones and film to inspire us. <a href="#">Be an architect</a>	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
			That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. <a href="#">Be an architect</a>	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.
				Work collaboratively to present outcomes to others where appropriate. Present as a team.

			<p>I understand that I don't need to design on paper first; that I can design as I make. <a href="#">Be an architect</a></p>	<p>Share responses to classmate's 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 &amp; perspective. <a href="#">All Pathways for Year 4</a></p>
			<p>I can explore the work of some architects. I have seen that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live. <a href="#">Be an architect</a></p> <p>I can share how architecture makes me feel, what I like and what I think is interesting. <a href="#">Be an architect</a></p> <p>I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. <a href="#">Be an architect</a></p> <p>I have seen how architects use their imaginations to try to design buildings which make people's lives better and I can use my own imagination when thinking about architecture I might design. <a href="#">Be an architect</a></p> <p>I can make an architectural model of a building around a theme thinking about form, structure</p>	

			<p>and balance, and the way the model looks. <a href="#">Be an architect</a></p> <p>I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. <a href="#">Be an architect</a></p> <p>I can reflect upon what I have made and share it with others, I have been able to share my thoughts about my own piece and the models of my classmates. <a href="#">Be an architect</a></p>	
--	--	--	--	--

<b>Year 5</b>	Purple = Substantive Knowledge I know that...		Green = Implicit Knowledge / Skills I can ...		
<b>Drawing</b>	<b>Sketchbooks</b>	<b>Printmaking</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Purpose/Visual Literacy/Articulation</b>

<p>Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></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 <a href="#">Typography &amp; Maps</a></p>	<p>Use sketchbooks to: Explore mark making. <a href="#">Typography &amp; Maps</a></p> <p>Brainstorm ideas generated when reading poetry or prose. <a href="#">Making Monotypes</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps</a> <a href="#">Making Monotypes</a></p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g., an installation or an artist's book. <a href="#">Making Monotypes</a></p>	<p>That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. <a href="#">Making Monotypes</a></p> <p>That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. . <a href="#">Making Monotypes</a></p> <p>That we can combine monotype with other disciplines such as painting and collage.</p> <p>That we can make art by expressing our own personal response to literature or film. <a href="#">Making Monotypes</a></p> <p>Explore how print is combined with paint and collage to create a cohesive artwork. . <a href="#">Making Monotypes</a></p>	<p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Take a Seat</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Take a Seat</a></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. <a href="#">Take a Seat</a></p> <p>That artists who create furniture are often called craftspeople or designers. <a href="#">Take a Seat</a></p> <p>That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. <a href="#">Take a Seat</a></p> <p>That as artists, we can use a variety of materials to design and make our own</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. <a href="#">All Pathways for Year 5</a></p>
<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></p>		<p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. <a href="#">Making Monotypes</a></p>	<p>I can understand 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. <a href="#">Making Monotypes</a></p>	<p>model chairs. The chairs we make can reflect our personality, and be enjoyed by others. <a href="#">Take a Seat</a></p>	<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 their 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>Use a variety of materials to design (through making) and construct a scaled piece of furniture. <a href="#">Take a Seat</a></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 &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></p>

			<p>I can study drawings made by other artists and identify particular marks they have used in their drawings. . <a href="#">Making Monotypes</a></p> <p>I can use my sketchbook to create a collect of marks for me to use later. . <a href="#">Making Monotypes</a></p> <p>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. . <a href="#">Making Monotypes</a></p> <p>I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. . <a href="#">Making Monotypes</a></p>	<p>Bring their personality and character to the piece. Let their nature inform the choice of materials and shapes they use. <a href="#">Take a Seat</a></p> <p>We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique. <a href="#">Take a Seat</a></p>	
--	--	--	---	---	--

<b>Year 6</b>	Purple = Substantive Knowledge I know that...		Green = Implicit Knowledge / Skills – I can ...		
<b>Drawing</b>	<b>Sketchbooks</b>	<b>Printmaking</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Purpose/Visual Literacy/Articulation</b>

<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 2D</a></p>	<p>Use sketchbooks to:  Practise seeing negative and positive shapes. <a href="#">2d to 3d</a>  Using the grid method to scale up an image. <a href="#">2D to 3D</a></p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Mixed Media Landscapes</a></p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists</p>	<p>That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. <a href="#">Sculpture, structure, inventiveness and determination</a></p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.  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 that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 2D</a></p>	<p>Explore mark making. <a href="#">Mixed Media Landscapes</a></p>	<p>Experiment with different media and different marks to capture the energy of a</p>	<p>landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media Landscapes</a></p>	<p>often work outdoors to do this. <a href="#">Mixed Media Landscapes</a></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. <a href="#">All Pathways for Year 6</a></p>
<p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 2D</a></p>	<p>Develop Mark Making, experiment with the different styles/techniques I observe <a href="#">2D to 3D</a></p>	<p>landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media Landscapes</a></p>	<p>Explore how we can use layers (physical or digital) to explore and build landscapes <a href="#">Mixed Media Landscapes</a></p>	<p>That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. <a href="#">Sculpture, structure, inventiveness and determination</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").  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>Explore using negative and positive space to "see" and draw a simple element/object. <a href="#">2D to 2D</a>  Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 2D</a>  Use collage to add tonal marks to the "flat image". <a href="#">2D to 2D</a></p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">2D to 3D Take a Seat</a></p>	<p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Mixed Media Landscapes</a></p>	<p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></p>	<p>That we can express our personality through the art we make. <a href="#">Sculpture, structure, inventiveness and determination</a>  That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.  That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it. <a href="#">Sculpture, structure, inventiveness and determination</a></p>	<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.  Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.  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 &amp; perspective. <a href="#">All Pathways for Year 6</a></p>

				<p>I have seen how we can learn about ourselves through art.</p> <p>I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. <u>Sculpture, structure, inventiveness and determination</u></p> <p>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. <u>Sculpture, structure, inventiveness and determination</u></p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can construct with a variety of materials to make a sculpture. <u>Sculpture, structure, inventiveness and determination</u></p> <p>I can see my personality in what I have made.</p> <p>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 <u>Sculpture, structure, inventiveness and determination</u></p>	
--	--	--	--	---	--

