Mickle Trafford Village School

We Care, We Learn, We Belong

Art Whole School Curriculum and Progression

Intent of our Art curriculum

At MTVS, our intent is to immerse our children in the rich creative worlds of the past and present, both within the school environment and the wider community. We are dedicated to providing them with the knowledge, skills, and experiences necessary to become independent and confident explorers, appreciating individual artists and craftspeople. By implementing a thoughtfully designed and passionate curriculum, such as AccessArt, we offer a diverse range of experiences, resources, and knowledge to nurture each child's inquisitive and creative mindset. Through art, we aim to encourage children to explore, experiment, ask questions, value different perspectives, and reflect on their work. We also seek to help them develop their communication skills and aspirations for the future through their engagement with art. Above all, we encourage openness to new challenges and pride in personal achievements. Our intention is to prepare our children for their next stage of learning, equipped with their own ideas and preferences in art and design.

Implementation

Through engaging and carefully planned sessions in the classroom, outdoor environments, and during visits, children will participate in creative experiences that help them develop their personal preferences for art. All teachers will have access to professional development opportunities, high-quality planning materials, and resources to build confidence and enthusiasm for teaching art. Creative books will record our children's artistic progress, complemented by additional displays and presentations. Art sessions will follow the Art Access pathways, ensuring the progressive development of skills and knowledge, opportunities for reflection on their own work and that of others, and an understanding of the role of art in society, history, culture, and as a source of positive influence. Art lessons will be scheduled for three half-term periods each year, with additional short drawing skill sessions planned weekly during Design and Technology half terms. Our children will have opportunities to participate in broader experiences, such as local art exhibitions, displaying their work within the community, undertaking whole-school projects, and attending after-school workshops.

Impact

At MTVS, we aim for our pupils to:

- To enjoy and feel supported in art sessions
- Talk enthusiastically about their art
- Use vocabulary appropriately linked to a unit of work
- Show preference to individual styles or movements
- Feel free to experiment and explore
- Be proud of their work and respect the contributions of others.

Key Concepts

These key concepts are identified Access Art reflecting on the National Curriculum.

Key Areas of learning	Autumn-Drawing & Sketchbooks	Spring-Surface and Colour	Summer-Working in Three Dimensions
Material Literacy-Our children will explore the material world first hand, practise techniques through exploration and skills they can develop using different tools. They will know where materials come from, their qualities, how we can transform them and how we can use them responsibly and sustainably.			
Drawing Exercises-We will teach simple drawing exercises through the half terms when we are focussing on DT. 1x 15 mins per week.			

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Spirals	Explore and Draw	Gestural Drawing with Charcoal	Storytelling Through Drawing	Typography and Maps	2D Drawing to 3D Making
Spring	Inspired by Flora and Fauna Collaboration and community	Expressive Painting	Working with Shape and Colour	Exploring Still Life	Fashion Design-collaboration and community	Activism
Summer	Making Birds	Stick Transformation Project	Making Animated Drawings	Art of Display	Architecture: Dream Big or Small?	Take a Seat

Reception Expressive Art and Design		
• Expressive Arts and Design is embedded throughout our provision, encouraging children to explore, create and express themselves through a rich range of artistic, imaginative and creative experiences. • Children have continuous access to a wide variety of open-ended resources, including a puppet theatre, music performance area, outdoor music shed, musical instruments, dressing-up clothes, role-play props, books, art materials and construction resources, enabling them to develop their creativity through independent exploration and play. • Daily opportunities to sing, dance, perform, create, tell stories and engage in imaginative role play encourage children to communicate their ideas, experiment with different media and develop confidence in expressing themselves. • Carefully planned experiences introduce children to a range of artists, music, stories and cultural experiences, while skilled adult interactions model new techniques, extend vocabulary and encourage children to reflect on and talk about their own creations and those of others.		
ELG Focus: <u>Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.	ELG Focus: <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.	ELG Focus: <u>Creating with Materials</u> Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.

Access art: How can we explore colour- printing with string with primary colours linked to the artist Piet Mondrian How can we explore colour- collaging with wax crayon rubbings (leaves) What can you see- still life compositions inspired by Cezanne. Linked to Handa's surprise. Taking photographs of fruit arrangements then painting them from observation How can we use our bodies to make art? Mark making and sounds (intro to pen disco) Additional opportunities: Drawing self portraits and family	Access art: What can we see- finding circles in the environment (maths) Additional opportunities: Sing and perform- Christmas Explore instruments- classroom stage Experiment with different textures- wrapping	Access Art: How can we use our imaginations? Imaginary landscapes- tactile mark making and collage (creating our own planets) and galaxy painting (water colour) Additional opportunities: Making bird feeders- explore how to join materials	Access art: How can we explore 3D materials? Fruit and veg heads Creating our own supertatoes Additional opportunities: Observational drawings of daffodils Creating shape castles (fairytales) inspired by Paul Klee	Access art: How can we build worlds? insect hotels. Building collaboratively then making observational drawings Additional opportunities: Snail collage inspired by Henri Matisse	Access art: What can you see- Shells- imaginative and observational drawings. Pastels/ wax then water colour How can we use our imaginations- Let's start with collage (collage under the sea and use pens and water colour)

Year 1			
	Autumn	Spring	Summer
Unit	Spirals	Inspired by Flora and Fauna	Making Birds
Concept	This pathway aims to introduce children to the idea that making a drawing is a physical activity which uses the whole body and connects head, hand and heart.	The aim of this pathway is to introduce children to the idea that artists can be inspired by the flora and fauna around them.	This pathway aims to help children begin to understand the relationship between drawing and making, 2d and 3d. Pupils explore how to transform materials into sculpture, moving from mark making to balance and structure.
Themes	Pattern, Structure, Movement, Growth, The Human Body, Sound	Drawing, Collage, Sketchbooks Nature	Birds, Wildlife, Local habitat
National Curriculum	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line,	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line,

	and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Objectives	Can I draw from my fingertips, my wrist, my elbow, my shoulder, my body? Can I make a drawing using a continuous line for a minute or two? Can I draw from observation for a few minutes at a time? Can I make different marks with different drawing tools? Can I make with a soft pencil, a graphite stick and a handwriting pen? Can I use a brush to make new marks? Can I make choices about which colours I'd like to use in my drawing? Can I talk about what I like in my drawings, and what I'd like to try again? Can I take photos of my artwork?	I have enjoyed looking at art made by other artists inspired by flora and fauna. Can I look closely at insects and plants and make drawings using pen to describe what I see? Can I experiment using graphite and oil pastel and make my own insects? Can I cut out shapes in different colours, and use these shapes to make an insect or bug thinking about its body parts? Can I work with my classmates to make a shared drawing and listen to what my classmates like about it?	Can I look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed? Can I draw from life looking closely? Can I experiment with a variety of drawing materials and test ways to make marks that describe what I see? Can I use colour in my drawings and mix two or more different media together? Can I fold, tear, crumple and collage paper to transform it from 2d to 3d? Can I use a variety of materials to make my own sculpture, and take on the challenge of making my sculpture balance and stand? Can I say how artist work inspired me?
Enquiry Question	How can we use our whole bodies to make drawings?	How can we use the work of other artists and the environment to inspire our work?	How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?
Vocabulary	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen	Flora Fauna Line, Shape, Colour, tones, hues, tints	Lines, Shapes, Mark Making, Texture Observation, Close study, Blending, Texture Explore, Discover
Artists	Molly Haslund	Eric Carle, Joseph Redoute, Jan Van Kessel	Various resources

Curriculum Links	Science: Uses language to support understanding of concepts of growth, human body and natural forms. Maths: Explores pattern, symmetry. PSHE: Peer discussion, collaboration	English: Explore The Very Hungry Caterpillar, or books illustrated in similar style. Geography: Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas. Science: Identify common and wild plants, insects, food chains, life cycle, living and decay. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.	Geography: Use language which supports understanding about continents (migration), maps, habitats. Maths: Explore the relationship between 2D/3D shapes, weight, measuring. Science: Explore birds, habitats, seasons, food chain PSHE: Supports Peer Discussion, Collaboration, Responsibility to the planet.
Learning Links	Future Learning (KS2): Appreciation that drawing is a physical and mental activity. Continue to develop making gestural drawings using whole body.	Future Learning (KS2): Continue to develop understanding of how we can use line, shape and colour to make imagery, developing composition skills. Understand the importance of observation and imagination in making art. Appreciation that when we make art we can work alone or collaboratively to make work.	Future Learning (KS2): Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other.
Impact and Assessment Opportunity	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting “Can I” statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Collect images of both journey and outcome. Remember intention is an important indicator and may not yet be reflected in outcomes.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting “Can I” statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Become more confident in discussing our own work with others using key vocabulary	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting “Can I” statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Become more confident in discussing our own work with others using key vocabulary Demonstrate a growing sense of valuing your work

Year 2			
	Autumn	**Spring**	**Summer**
Unit	**Explore and Draw**	**Expressive Painting**	**Sticks and Transformation**
Concept	In this pathway pupils are introduced to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and re-present through drawing.	The aim of this pathway is to enable children to explore expressive use of paint. This includes exploring colour, colour mixing and intention behind mark making.	The aim of this pathway is to help children understand how artists use their creativity to re-see, re-invent or reimagine the world around them. The pathway encourages children to look again at something they are familiar with – in this case a stick or twig, and think how they can use their creativity to transform it.

Themes	Natural Forms, Seasonal Changes, Patterns, Symmetry	Painting, Sketchbooks	Making, Drawing, Sketchbooks
National Curriculum	To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Objectives	Can I see how some artists explore the world and how Can I explore for inspiration? Can I explore, arrange and discuss things I have collected in my environment? Can I create an observational drawing staying focused for 5-10 minutes? Can I draw an object from touch alone? Can I use different materials? Can I effectively produce work on different sized paper? Can I take a photograph of my art work thinking about focus and light? Can I discuss my work with my friends discussing success, likes and next steps?	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. Can I start to share my response to the work of other artists? Can I use my sketchbook to fill full of colour and brush marks, inspired by other artists? Can I recognise primary colours and mix secondary colours and experiment with hues by changing the amount of primary colours I add? Can I use various home made tools to apply paint in abstract patterns and be inventive? Can I make a loose drawing from a still life and see colours and shapes in the still life? Can I use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting? Can I share my experiments and final piece with others and share what I liked and what went well?	Can I take a familiar object like a stick, and use my imagination to think about what it might become? Can I use my sketchbook to generate ideas and to test ideas? Can I use a variety of materials to transform my object thinking about form and colour? Can I cut materials with simple tools and fasten materials together to construct my sculpture? Can I share my sketchbook and sculpture with the class and talk about how I made it and what I liked? Can I listen to my classmates feedback about my work and listen to my classmates talk about their own artwork? Can I take a photograph of my sculpture, thinking about focus?
Enquiry Question	How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?	How can we explore colour using a variety of mark-making tools?	How can we transform an object and turn it into sculpture, using our imagination?
Vocabulary	Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist, Inspiration	Expressive, brush strokes, colour mixing, gestural painting abstract acrylic, emotion, explore still life	Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture

			Test, Explore, Add,
Artists	Rosie James, Alice Fox	Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne	Chris Kenny
Curriculum Links	Geography: Adapt to explore habitats. Maths: Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition. Science: Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing. PSHE: Peer discussion, Collaboration.	Geography: After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea	English: Link to Julia Donaldson's Stick Man. PSHE: Collaboration, Peer Discussion, Ethnic Identity.
Learning links	Previous Learning: Year 1: Introduction to the idea that we can find inspiration from the things around us. That we can use things around us as subject matter and as materials. Future Learning (KS2): Continue to develop understanding about where artists and ideas and inspiration. Develop visual literacy, drawing and sketchbook skills to enable an enquiring mind.	Previous Learning: Reception: Explored the properties of watercolour and discovered how we can work WITH the characteristics of the medium to make art. Basic colour awareness and mixing. Future Learning (KS2): Continue to understand and explore that there are many different ways to paint – none of which are "better" than others. Continue to develop experience and understanding of paint as a medium, and of HOW we apply paint and the INTENTION behind our action affect outcome. Continue to develop visual literacy and mark making skills. Continue to build experience of colour mixing, hues and tints. Continue to develop understanding of how others respond to art, bringing their own unique perspective.	Reception: Introduced idea that artists transform materials and objects to create something new. Future Learning (KS2): Continue to develop skills which enable us to re-see the world and transform materials into something new. Continue to develop dexterity skills and articulation skills. Continue to explore ideas about scale and context. Continue to develop skills which enable us to appreciate structure and balance. Build understanding about how we can create narratives around the objects we find/make to help us understand them and share with others.
Impact and assessment	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Photograph work and discuss what others think about what you have made.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.

Year 3			
	Autumn	**Spring**	**Summer**
Unit	Gestural Drawing with Charcoal	Working with shape and colour	Making animated drawings
Concept	This pathway aims to introduce children to the idea of making gestural drawing, exploring charcoal as a medium. How can we use our bodies to inform how we make marks?	This pathway aims to enable pupils to respond to a painting from another culture or era, using visual literacy skills to come to their own understanding of the artwork. Children then go on to make their own creative response to the original painting, using layering of shape, colour and line using printmaking and drawing.	The aim of this pathway is to introduce children to the idea that we can create moving imagery through sequenced drawings.
Themes	Cave art, Movement, Human Body, Relationship of Body to Place	Children use close looking and the "Show Me What You See" technique to explore artwork from a particular artist, movement or era. Children then explore how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse. Using first collage, then simple printmaking methods, pupils play with positive and negative shapes and spaces to create meaningful compositions in response to the original artworks they looked at.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
National Curriculum	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them To review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.
Objectives	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. Can I experiment with the types of marks Can I make with charcoal, using my hands as well as the charcoal? Can I work on larger sheets of paper, and can I make loose, gestural sketches using my body?	Can I explore an artwork through looking, talking and drawing? Can I use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens? Can I cut shapes directly into paper, using scissors, inspired by the artwork and collage with them?	Can I talk about the work of other animators who make animations from their drawings and share what I like, and how it makes me feel? Can I use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make? Can I use observational skills to look at source material to inspire

	Can I understand what Chiaroscuro is and how can I use it in my work? Can I use light and dark tonal values in my work, to create a sense of drama? Can I use my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same? Can I share with my work with my classmates and talked about what I felt was successful and what I might like to try again? Can I voice what I like about my classmates work and how it makes me feel?	Can I add to my collage, using line, colour and shape made by stencils? Can I explore negative and positive shapes? Can I take photographs of my work and share my work with my class?	my character and make drawings? Can I use my imagination to think about how my character might move? Can I create a background for my character and use digital media to film my animation? Can I share my moving drawing, either through an animation or by showing classmates how it would move? Can I reflect and articulate my thoughts about my own artwork and that of my peers?
Enquiry Question	How can we use gestural drawing with charcoal to make drawings full of energy and drama?	How can we make our own creative response to an original artwork, using line, shape and colour?	How can we create drawings that move (digitally or physically)? How can we introduce narrative into our work?
Vocabulary	Charcoal, Paper, Body Chiaroscuro, Gestural Sketches	Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share,	Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention,
Artists	Heather Hansen, Laura McKendry, Edgar Degas	Henri Matisse, Claire Willberg	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber
Curriculum Links	Music & Drama: Listen to music to influence upon while doing the "Dancing with Charcoal"	**History:** Choose a painting as inspiration which typifies a particular historical period, for example, a painting from Ancient Egyptian. **Maths:** 2D/3D shapes, pattern. **PSHE:** Peer discussion.	**English:** Bring characters from literature to life. **History:** Make an animated drawing / portrait of a well know historical figure. **Maths:** Measuring, weight, position, direction, movement. **Science:** Animals, the human body, habitats, materials. **Music & Drama:** Link to drama to collaborate and act out short narratives.
Learning links	**Previous Learning:** KS1: Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings. **Future Learning (KS2):** Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Pupils also develop their understanding of how to use light and dark within their work.	**Previous Learning:** Reception: Introduced early visual literacy skills to help pupils respond to imagery, articulating their thoughts and beginning to make a creative response. Explored simple printmaking including monoprint. Introduced idea that media can be layered and used together **Future Learning (KS2):** Further development of making a creative response to an original resource, including where the original resource is aural as well as visual. Developing decision making skills including the ability to choose the appropriate material and method to answer personal needs. Confidence building in dexterity, intention, technical and creative skills..	**Previous Learning:** KS1: Explored mark making, introducing drawing skills using pencil and handwriting pen. Opportunities to practice dexterity ski**lls** **Future Learning (KS2):** Continue to develop drawing skills, including creating cut-outs towards shadow puppets. Continuing building understanding of relationship between art and storytelling/narrative as a way to connect and communicate. Opportunities to use digital media in conjunction with other artforms/media to enhance exploration. ills (e.g. cutting out).
Impact and assessment	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.

	Identify any personal challenges preventing meeting “Can I” statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.	Identify any personal challenges preventing meeting “Can I” statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.	Identify any personal challenges preventing meeting “Can I” statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Identify if a child can use good oracy skills to present and discuss their work to an audience

Year 4			
	Autumn	**Spring**	**Summer**
Unit	Storytelling Through Drawing	Exploring still life	Art of display
Concept	This pathway aims to enable pupils to think about how they can create sequenced drawings to share or tell a story.	The aim of this pathway is to introduce children to the genre of still life, explore traditional and contemporary still life artists, and make their own creative response. In doing so, they consolidate and develop many technical and visual literacy skills and concepts, including looking at line, colour, shape, texture, form, composition, foreground, background and negative space.	This pathway aims to encourage pupils to think about how the way we present our art (the context) can change the meaning of the work we make, or change the way others see it. Pupils explore “plinths” as a device, and use the exploration to inspire their own sculpture.
Themes	Drawing, Sketchbooks	Paint, Surface, Texture	Working in three dimensions
National Curriculum	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.
Objectives	Can I explore the work of artists who tell stories through imagery? Can I respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts? Can I work in a sketchbook to record my ideas and thoughts	Can I explore the work of contemporary and more traditional artists who work within the still life genre? Can I express my thoughts about other artists’ work, and talk about the meanings of objects as artists present them? Can I use my sketchbook to make visual notes, record and reflect?	See Pathway for Can I statements depending on the project chosen- pocket gallery or Plinth People

	generated by looking at other artists' work? Can I use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose? Can I use line, shape, and colour using a variety of materials to test my ideas? Can I think about how I might use composition, sequencing, mark making and some text in my drawings? Can I create a finished piece which contains sequenced images to describe a narrative? Can I share my work with others and talk about my journey and outcome? Can I listen to their feedback and take it on board? Can I appreciate the work of my classmates and think about similarities and differences between our work? Can I share my feedback on their work?	Can I draw from observation and think about how Can I use line, colour, shape, texture, form and composition to make my artwork interesting? Can I present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece?	
Enquiry Question	How can we create visual narratives inspired by poetry or prose?	How can we use drawing, painting and collage skills to create still life images?	How does the way my work is presented, change how I and others view it?
Vocabulary	Drawing Materials, Paper, Imagery, Composition	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,	Figurative, Clay, 3d Sketches, Empathy, Position, Character, plinth
Artists	Laura Carlin, Shaun Tan	Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Anthony Gormley, Yinka Shonibare, Thomas J Price
Curriculum Links	English: Use The Jabberwocky by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice. History: Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras. Science: Use language to support concepts around light and shadow, and how this can be explored on paper through drawing. PSHE: Supports Collaboration, Peer Discussion.	History: Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school. Maths: 2D and 3D shapes, Pattern (on object). Science: Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).	English: Make 'plinth people' of characters from your chosen book. Explore how they can be displayed to interact with one another and tell the story. Use "plinth" to give voice/performance to narratives in English. History: Create plinth people inspired by figures from your chosen civilisation topic e.g. the Ancient Greek gods and goddesses or Roman Emperors. Use "plinth" to give voice/performance to characters in history. PSHE: Supports Collaboration, Peer Discussion
Learning links	Previous Learning: KS1 Introduced idea that we can interpret other people's prose	Previous Learning: KS1: Introduced key drawing skills exploring line, shape, colour,	Previous Learning: KS1: Introduced to the idea of "sculpture", Introduced to the

	and make work in response. Introduced basic mark making and media exploration. Future Learning (KS2): Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response. Continue to explore how different art forms such as drama, music, literature can inspire artwork.	form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus. Future Learning (KS2): Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone).	idea that we "read" art and have an emotion or response when we look at art, Introduced to ways in which we can affect what we make (intention). Future Learning (KS2): Continue to explore how we present what we create, and how context changes/inspires intention (for example set design/fashion). Continue to develop skills in thinking and talking about how artists re-see the world and re-present objects to us.
Impact and assessment	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements. Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.

Year 5			
	Autumn	**Spring**	**Summer**
Unit	Typography and Maps	Fashion Design	Architecture: Dream big or small?
Concept	This pathway aims to give pupils the opportunity to explore the work of designers who work with font and typography. Pupils go on to create their own typography and develop their skills further in a visual map project.	This pathway aims to present pupils with an opportunity to see how designers work to bring their own background, culture, passions and concerns into their fashion design. The pathway invites pupils to work to a design brief and express their response in two or three dimensions.	The aim of this pathway is to give pupils the opportunity to use their growing creative independence to discuss, decide, and design. Pupils will explore the responsibilities architects have to create a better world for us all by exploring whether we should "dream big or dream small" when it comes to planning for homes for the future.
Themes	Identity, Environment, Habitat	Identify to individual work Working to a given criteria	That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. That we can make creative choices which both serves ourselves as individuals and the communities we belong to

National Curriculum	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.
Objectives	Can I understand that Typography is the visual art? Can I see how other artists work with typography and have been able to share my thoughts on their work? Can I explore how Can I create my own letters in a playful way using cutting and collage? Can I draw my own letters using pen and pencil inspired by objects I have chosen around me? Can I reflect upon why my letters have a meaning to me? Can I use my sketchbooks for referencing, collecting and testing ideas, and reflecting? Can I make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger? Can I see how some artists use their typography skills and drawing skills to make maps which are personal to them and reflect on what I think their maps mean, what I like about them, and what interests me? Can I 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? Can I share my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers?	Can I explore the work of contemporary fashion designers and see how their interests and experiences feed into their work? Can I share my own response to their work, articulating what I like or don't like about their work? Can I use my sketchbook to make visual notes to capture key ideas about how the designers work? Can I listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief? Can I use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage? Can I understand how 2d shapes can become 3d form and the relationship they have to our bodies? Can I appreciate the work of my classmates and reflect upon similarities and differences and can I share my response to their work? Can I take photographs of my work, thinking about presentation, lighting and focus?	Can I explore domestic architecture which is aspirational and large, and I have explored the Tiny House movement.? Can I discuss with the class how both these ways of designing might affect our lives? Can I make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes? Can I explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief? Can I make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination? Can I photograph my work considering lighting, focus and composition? Can I make short films of my work giving a close-up tour of my architectural model?
Enquiry Question	How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	How can we design fashion in response to a brief? How can we transform 2d to 3d/ How can we use pattern and texture?	What is our responsibility as an architect? How can we make a better world?
Vocabulary	Pencil, Pen, Paper Typography, Visual Art, composition Presentation	Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose,	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location

Artists	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla	Shoreditch Sketcher, Various Architects
Curriculum Links	Geography: Trade links, digital mapping, ordinance survey maps, detailed sketching of maps. History: Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village. Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.	**Geography:** Trade links and the history of importing textiles from other continents. **History:** Design clothing inspired by your chosen civilisation topic e.g. Ancient Greek elite, slaves, gods or goddesses. **Maths:** 2D / 3D shapes, measuring. **Music & Drama:** Create costumes for, or in response to, drama or music productions. **PSHE:** Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity	Geography: Opportunity to talk about issues surrounding climate change to inform the type of houses you make, and the materials you use. History: Changes in Britain – How architecture has changed from your chosen civilisation topic. Design a bomb shelter inspired by WW2? Maths: Measuring, 2D and 3D shapes, symmetry, angles. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.
Learning links	Previous Learning: Yr 3 & 4: Developed dexterity skills including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made. Future Learning (Yr 6): Continue to explore relationship of 2d to 3d. Develop ideas about identity, purpose and intention. Develop dexterity skills.	Previous Learning: Years 3 & 4: Explored pattern and colour. Explored the relationship between 2d and 3d. Explored how artists and designers often work to a brief, bringing their own personal experience into the project, to make work others will consume. Future Learning (KS2): Develop skills in using colour and pattern. Develop understanding of relationship of 2d to 3d. Develop awareness of different disciplines within art and articulation skills around purpose and intention.	Previous Learning: Years 1,2, 3 & 4: Introduced discipline of architecture. Explored Design through Making. Explored how creating models helps engage imagination. Future Learning (Yr 6): Continue to develop dexterity skills including using tools and exploring intention. Develop understanding and articulation about the different purposes behind the work of artists, designers and craftspeople. Understand the importance of art to society.
Impact and assessment	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Identify barriers or celebrations with displaying own work and self-esteem of work	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "Can I" statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Identify any aspirations towards this industry in the future and how this pathway can be followed in future education

		Identified any aspirations towards this industry in the future and how this pathway can be followed in future education	

Year 6			
	Autumn	**Spring**	**Summer**
Unit	2D Drawing to 3D Making	Activism	Take a seat
Concept	This pathway enables pupils to consider how 2 dimensional drawing might relate / transform to 3 dimensional making.	This pathway introduces pupils to the idea that artists can use their skills, vision and creativity to speak on behalf of communities, changing the world for the better.	This pathway aims to introduce chair design to children. Children will explore what a chair can be and how the design and "personality" of a piece of furniture can make us feel.
Themes	Drawing, Sculpture, Graphic Design, Collage, Sketchbook Presentation Negative Space	That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together.	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.
National Curriculum	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.
Objectives	Can I explore artists who use their drawing skills to make objects, and Can I share my responses to their work, thinking about their intention and outcome? Can I use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use? Can I use line, mark making, tonal values, colour, shape and composition to make my work interesting? Can I use negative space and the grid method to help me see and draw?	Can I see how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities? Can I explore how I can find out what I care about, and find ways I might share my ideas with us? Can I see how my classmates may have different things they care about, or share things we care about, but they are all valid? Can I create visuals and text which communicate my message? Can I use line, shape and colour to make my artwork?	Can I explore the work of a craftsperson / designer and seen how they bring personality to their work? Can I see how chair design has changed through the ages and use my sketchbook to make visual notes to record and reflect? Can I experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me? Can I use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality?

	Can I explore typography and design lettering which is fit for purpose? Can I transform my drawing into a three dimensional object? Can I share my work with others, and talk about my intention and the outcome? Can I listen to their response and take their feedback on board? Can I appreciate the work of my classmates? Can I listen to their intentions and share my response to their work? Can I photograph my three dimensional work, thinking about presentation, lighting, focus and composition?	Can I use typography to make my messages stand out? Can I combine different techniques such as print, collage and drawing? Can I reflect and articulate about my own artwork and artwork made by my classmates?	Can I see how my sketchbook exploration helped me work towards my final outcome, and see what I like and what I would like to do differently? Can I take photographs of my work, thinking about focus, light and composition?
Enquiry Question	How can we transform 2d drawings into 3d objects?	How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?	How can we design furniture which is full of personality and character?
Vocabulary	Card, Paper, Drawing materials.	Activism Voice Message Community	Chair Design, Designer, Craftsperson, Maker, 3D Doodle, Design through Making,
Artists	Lubaina Himid, Claire Harrup	Luba Lukova, Faith Ringgold, Shepard Fairey	Yinka Ilori
Curriculum Links	English: Create characters inspired by literature. History: Create characters inspired by theme. Maths: 2D and 3D shapes, measuring, symmetry, angles, plot points. PSHE: Collaboration, Peer Discussion	History**:** Look at the messaging from WW2 posters. **Science:** Environmental changes, deforestation. **PSHE: Responsibility** to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.	Maths: Measuring, 2D and 3D shapes, symmetry, angles. Science: Forces and gravity. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.
Learning links	Previous Learning: Years 3, 4 & 5: Explored relationship between 2d and 3d. Explored challenges faced by working in 3 dimensions. Explored drawing and mark making skills and seen how they transfer to different disciplines and genres.	Previous Learning: Years 3, 4 & 5: Explored how artists bring their own experience to their work. Understood that artists have responsibilities in the way they act in the world, depending upon the discipline in which they work.	Years 3, 4 & 5: Explored the idea of working to a brief. Explored Design through Making. Explored how artists and designers bring personality and character to the things they make.
Impact and assessment	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting “Can I” statements. Identify any weaknesses common to many in class which might help	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting “Can I” statements. Identify any weaknesses common to many in class which might help	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting “Can I” statements. Identify any weaknesses common to many in class which might help

	identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed.	identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Identify children who found subject matter and conversations difficult to explore.	identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. Identify any aspirations towards this industry in the future and how this pathway can be followed in future education