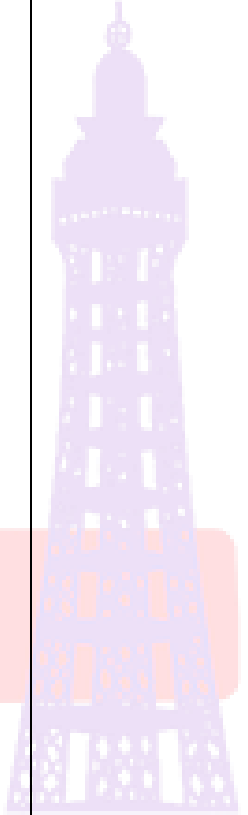
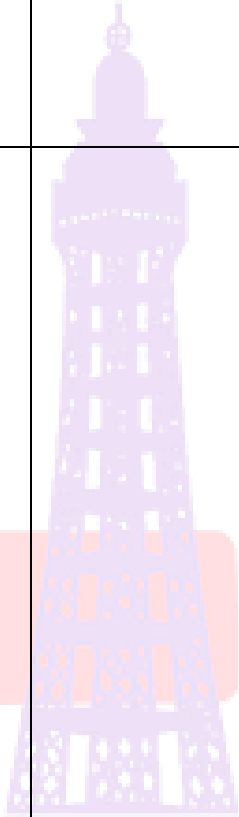


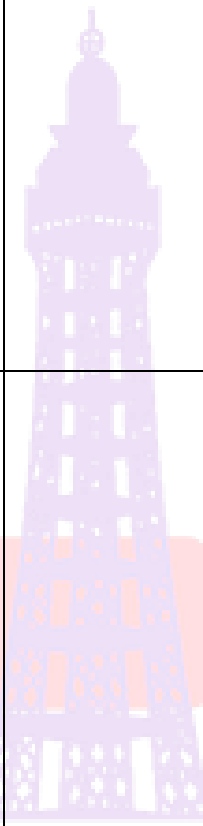
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p>Explore different materials by joining them together and exploring textures. Explore drawing by using continuous lines, adding detail and representing different movements and emotions, explore colour.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Revisit previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>					
<b>Year 1</b>	<p><b>Spirals</b></p> <p><b>Disciplines</b> Drawing Collage</p> <p><b>Artists</b> Molly Haslund</p> <p><b>Key Concepts</b> That drawing is a physical activity. That when we draw we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others</p>	<p><b>Flora and Fauna</b></p> <p><b>Disciplines</b> Drawing Collage</p> <p><b>Artists</b> Eric Carle Joseph Redoute Jan Van Kessel</p> <p><b>Key Concepts</b> That artists can be inspired by the flora and fauna around them. That we can use careful looking to help our drawing, and use drawing to help looking. That we can use a variety of materials to make images, and that the images we make can become imaginative. That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.</p>				<p><b>Playful Making</b></p> <p><b>Disciplines</b> Sculpture Drawing</p> <p><b>Artists</b> Christo &amp; Jeanne - Claude Faith Bebbington Caitlind r.c Brown Wayne Garrett</p> <p><b>Key Concepts</b> That when we make art in three dimensions it's often called sculpture. That we generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hand and tools. That we can reflect upon our intention when we see our ideas made physical.</p>
<b>Year 2</b>		<p><b>Sculpture Being an Architect</b></p> <p><b>Disciplines</b> Architecture, Drawing, Sketchbooks, Collage,</p>	<p><b>Explore and Draw</b></p> <p><b>Disciplines</b> Drawing, Sketchbooks, Collage</p>		.	

		<p><i>Making</i></p> <p><b>Artists</b> Hundertwasser, Zaha Hadid, Heatherwick Studios</p> <p><b>Key Concepts</b> That architects design buildings and other structures which relate to our bodies and which enhance our environment. That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. That we can use drawing as a way to help us process and understand other people's work. That we can use digital tools such as drones and film to inspire us. That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials</p> <p><b>Expressive Painting</b></p>	<p><b>Artists</b> Rosie James, Alice Fox</p> <p><b>Key Concepts</b> That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</p>			
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<b>Year 3</b>		<p><b>Gestural Drawing with Charcoal</b></p> <p><b>Disciplines</b> Drawing, Sketchbooks</p> <p><b>Artists</b> Heather Hansen, Laura McKendry, Edgar Degas</p> <p><b>Key Concepts</b> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive</p>		<p><b>Cloth, Thread and Paint</b></p> <p><b>Disciplines</b> Painting, Sewing, Drawing, Sketchbooks</p> <p><b>Artists</b> Alice Kettle, Hannah Rae</p> <p><b>Key Concepts</b> That artists can combine art and craft using painting and sewing together to make art. That when we use two</p>		<p><b>Telling Stories Through Drawing</b></p> <p><b>Disciplines</b> Drawing, Sculpture, Sketchbooks</p> <p><b>Artists</b> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p> <p><b>Key Concepts</b> That we can take inspiration from other artforms such as film</p>

		<p>marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>		<p>media together such as paint and thread, we can use their unique qualities in different ways to build an image. That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p>		<p>and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</p>
<b>Year 4</b>		<p><b>Exploring Patterns</b></p> <p><b>Disciplines</b> Sculpture, Painting, Drawing, Collage, Sketchbooks</p> <p><b>Artists</b> Sculpture, Painting, Drawing, Collage, Sketchbooks</p> <p><b>Key Concepts</b> That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive</p>		<p><b>Festival Feasts</b></p> <p><b>Disciplines</b> Sculpture, Painting, Drawing, Collage, Sketchbooks</p> <p><b>Artists</b> Claes Oldenberg, Lucia Hierro, Nicole Dyer</p> <p><b>Key Concepts</b> That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make</p>	<p><b>Story Telling Through Drawing</b></p> <p><b>Disciplines</b> Drawing, Sketchbooks</p> <p><b>Artists</b> Laura Carlin, Shaun Tan</p> <p><b>Key Concepts</b> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery</p>	

		<p>art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.</p> <p>That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.</p>		<p>an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.</p> <p>That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.</p>		
<b>Year 5</b>	<p><b>Typography and Maps</b></p> <p><b>Disciplines</b> Typography, Drawing, Collage, Sketchbooks</p> <p><b>Artists</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p><b>Key Concepts</b> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</p>		<p><b>Set Design</b></p> <p><b>Disciplines</b> Design Typography, Drawing, Collage, Sketchbooks</p> <p><b>Artists</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p><b>Key Concepts</b> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</p>	<p><b>Art Fashion and Design</b></p> <p><b>Disciplines</b> Fashion, Painting, Collage, Sketchbooks</p> <p><b>Artists</b> Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p> <p><b>Key Concepts</b> That designers bring their own culture, experiences and passions into their designs, for other people. That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. That we can use colour, pattern, line, shape, form, material, texture to express our creativity. That when we design fashion, we can understand what it</p>		

				<p><i>might feel like to wear the clothes. How would they change the person wearing or seeing them? That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.</i></p>		
<b>Year 6</b>		<p><b>2D Drawing to 3D Making</b></p> <p><b>Disciplines</b> Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</p> <p><b>Artists</b> Lubaina Himid, Claire Harrup</p> <p><b>Key Concepts</b> That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional</p>		<p><b>Print and Activism</b></p> <p><b>Disciplines</b> Printing, Collaging, Drawing</p> <p><b>Artists</b> Luba Lukova, Faith Ringgold, Shepard Fairey</p> <p><b>Key Concepts</b> 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</p>	<p><b>Brave Colour</b></p> <p><b>Disciplines</b> Installation Art, Sketchbooks</p> <p><b>Artists</b> Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</p> <p><b>Key Concepts</b> That as humans we react emotionally to colour. That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. That we can use colour in a brave and inventive way, trying new colour combinations and</p>	

		<p><i>surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.</i></p> <p><i>That we can use methods such as the grid method and looking at negative space to help us draw.</i></p> <p><i>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</i></p>		<p><i>direct and crosses boundaries of language. That through art as activism we can come together.</i></p>	<p><i>exploring the relationship between colour and form. That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.</i></p>	
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