



EYFS

Being Imaginative and Expressive

Creates representations of both imaginary and real-life ideas, events, people and objects.

Chooses particular colours and materials for their own imaginative purposes.

Uses combinations of art forms, e.g. making and dramatic play, drawing and talking, constructing and mapping.

Responds imaginatively to art works and objects, e.g. that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.

Creating with Materials

Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.

Expresses and communicates working theories, feelings and understandings using a range of art forms.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Year 1

Drawing and Sketchbooks	Surface and Colour	Working in 3 Dimensions
<p>Understand drawing is a physical activity. Spirals</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Develop experience of primary and secondary colours Spirals</p> <p>Practice observational drawing Spirals</p> <p>Explore mark making Spirals</p>	<p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Flora & Fauna</p> <p>Develop experience of primary and secondary colours Flora & Fauna</p> <p>Practice observational drawing Flora & Fauna</p> <p>Explore mark making Flora & Fauna</p> <p>Understand collage is the art of using elements of paper to make images. Flora & Fauna</p> <p>Understand we can create our own papers with which to collage. Flora & Fauna</p> <p>Collage with painted papers exploring colour, shape and composition. Flora & Fauna</p>	<p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Practice observational drawing Making Birds</p> <p>Explore mark making Making Birds</p> <p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <p>Understand we can create our own papers with which to collage. Making Birds</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of “Design through Making” Making Birds</p> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</p>

Year 2		
Drawing and Sketchbooks	Surface and Colour	Working in 3 Dimensions
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band or Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Make a new sketchbook (Elastic Band or Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Make visual notes about artists studied. Explore & Draw Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Explore colour and colour mixing. Expressive Painting Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting</p> <p>Understand the concept of still life. Expressive Painting</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Understand the role of an architect. Be an Architect</p> <p>Understand when we make sculpture by adding materials it is called Construction. Be an Architect</p> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect</p> <p>Make visual notes about artists studied. Be an Architect</p> <p>Explore the qualities of different media. Be an Architect</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Be an Architect</p>

Year 3

Drawing and Sketchbooks

Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. [Gestural Drawing with Charcoal](#)

Understand charcoal and earth pigment were our first drawing tools as humans. [Gestural Drawing with Charcoal](#)

Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. [Gestural Drawing with Charcoal](#)

Understand that animators make drawings that move.

Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. [Gestural Drawing with Charcoal](#)

Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). [Gestural Drawing with Charcoal](#)

Option to explore making gestural drawings with charcoal using the whole body (link to dance). [Gestural Drawing with Charcoal](#)

Work in sketchbooks to:

Explore the qualities of charcoal. [Gestural Drawing with Charcoal](#)

Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. [Gestural Drawing with Charcoal](#)

Develop mark making skills. [Gestural Drawing with Charcoal](#)

Surface and Colour

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. [Working with Shape & Colour](#)

Develop mark making skills. [Working with Shape & Colour](#)

Brainstorm animation ideas. [Working with Shape & Colour](#)

Understand that screen prints are made by forcing ink over a stencil. [Working with Shape & Colour](#)

Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. [Working with Shape & Colour](#)

Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. [Working with Shape & Colour](#)

Understand that we can combine collage with other disciplines such as drawing, printmaking and making. [Working with Shape & Colour](#)

Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. [Working with Shape & Colour](#)

Working in 3 Dimensions

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. [Telling Stories](#)

Develop mark making skills. [Telling Stories](#)

Understand that we can create imagery using natural pigments and light. [Telling Stories](#)

Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). [Telling Stories](#)

Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. [Telling Stories](#)

Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). [Telling Stories](#)

That clay and Modroc are soft materials which finally dry/set hard. [Telling Stories](#)

An armature is an interior framework which support a sculpture. [Telling Stories](#)

Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. [Telling Stories](#)

Make an armature to support the sculpture. [Telling Stories](#)

Year 4

Drawing and Sketchbooks

Understand that artists and illustrators interpret narrative texts and create sequenced drawings. [Storytelling Through Drawing](#)

Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. [Storytelling Through Drawing](#)

Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. [Storytelling Through Drawing](#)

Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. [Storytelling Through Drawing](#)

Use sketchbooks to:

Practise drawing skills. [Storytelling Through Drawing](#)

Make visual notes to record ideas and processes discovered through looking at other artists. [Storytelling Through Drawing](#)

Test and experiment with materials. [Storytelling Through Drawing](#)

Reflect. [Storytelling Through Drawing](#)

Surface and Colour

Use sketchbooks to:

Practise drawing skills. [Still Life](#)

Make visual notes to record ideas and processes discovered through looking at other artists. [Still Life](#)

Test and experiment with materials. [Still Life](#)

Brainstorm pattern, colour, line and shape. [Exploring Still Life](#)

Reflect. [Still Life](#)

Understand that still life name given to the genre of painting (or making) a collection of objects/elements. [Exploring Still Life](#)

That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. [Exploring Still Life](#)

To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. [Exploring Still Life](#)

To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). [Exploring Still Life](#)

Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. [Exploring Still Life](#)

Working in 3 Dimensions

Use sketchbooks to:

Practise drawing skills. [Sculpture & Structure](#)

Make visual notes to record ideas and processes discovered through looking at other artists. [Sculpture & Structure](#)

Test and experiment with materials. [Sculpture & Structure](#)

Reflect. [Sculpture & Structure](#)

To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. [Sculpture & Structure](#)

Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. [Sculpture & Structure](#)

Year 5		
Drawing and Sketchbooks	Surface and Colour	Working in 3 Dimensions
<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Mixed Media Landscapes</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Mixed Media Landscapes</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes</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 often work outdoors to do this. Mixed Media Landscapes</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. Mixed Media Landscapes</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Architecture: Big or Small</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p>

Year 6		
Drawing and Sketchbooks	Surface and Colour	Working in 3 Dimensions
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <u>2D to 3D</u></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <u>2D to 3D</u></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <u>2D to 3D</u></p> <p>Explore using negative and positive space to “see” and draw a simple element/object. <u>2D to 3D</u></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <u>2D to 3D</u></p> <p>Use collage to add tonal marks to the “flat image”. <u>2D to 3D</u></p> <p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <u>2D to 3D</u></p> <p>Using the grid method to scale up an image. <u>2D to 3D</u></p> <p>Develop Mark Making <u>2D to 3D</u></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <u>2D to 3D</u></p>	<p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <u>Exploring Identity</u> Explore combinations and layering of media. <u>Exploring Identity</u></p> <p>Develop Mark Making <u>Exploring Identity</u></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <u>Exploring Identity</u></p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <u>Exploring Identity</u></p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. <u>Exploring Identity</u></p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <u>Exploring Identity</u></p> <p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. <u>Exploring Identity</u></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <u>Exploring Identity</u></p>	<p>Explore colour: make colours, collect colours, experiment with how colours work together <u>Brave Colour</u></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <u>Brave Colour</u></p> <p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. <u>Brave Colour</u></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <u>Brave Colour</u></p> <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” <u>Brave Colour</u></p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. <u>Brave Colour</u></p>