



Winwick CE Primary School: Key Knowledge and Progression Map
Subject: ART & DESIGN

| ART & DESIGN | Long Term Planning Overview | | |
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| | AUTUMN | SPRING | SUMMER |
| Reception | Spirals (Y1 Unit) (Autumn) (Approximately 6 hours) | Simple Print Making (Y1 Unit) (Spring) (Approximately 6 hours) | Playful Making (Y1 Unit) (Summer) (Approximately 6 hours) |
| Year 1 | Exploring Watercolour (Autumn) (Approximately 6 hours) | Inspired by Flora & Fauna (Spring) (Approximately 6 hours) | Making Birds (Summer) (Approximately 6 hours) |
| Year 2 | Explore & Draw (Autumn) (Approximately 6 hours) | Exploring the World Through Mono Print (Spring) (Approximately 6 hours) | Be An Architect (Summer) (Approximately 6 hours) |
| Year 3 | Gestural Drawing with Charcoal (Autumn) (Approximately 6 hours) | Cloth, Thread, Paint (Spring) (Approximately 6 hours) | Telling Stories Through Drawing & Making (Summer) (Approximately 6 hours) |
| Year 4 | Storytelling Through Drawing (Autumn) (Approximately 6 hours) | Exploring Still Life (Spring) (Approximately 6 hours) | Sculpture, Structure, Inventiveness & Determination (Summer) (Approximately 6 hours) |
| Year 5 | Typography & Maps (Autumn) (Approximately 6 hours) | Mixed Media & City Landscapes (Spring) (Approximately 6 hours) | Set Design (Summer) (Approximately 6 hours) |
| Year 6 | 2D Drawing to 3D Making (Autumn) (Approximately 6 hours) | Exploring Identity (Spring) (Approximately 6 hours) | Shadow Puppets (Summer) (Approximately 6 hours) |

NB. During the other half term of the year, children to be given the opportunity to continue their 'Drawing Journey' (see Access Art website), spending small amounts of time with their Sketch Books. **

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| Area of Focus: | Drawing & Sketchbooks ** | Surface & Colour | Working in Three Dimensions |
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ART & DESIGN

EYFS

E.G. Expressive Arts and Design

Expressive Arts and Design EYFS Statutory Educational Programme:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Children in reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills

AUTUMN

Unit Focus: Spirals

Disciplines: Drawing, Collage, Sketchbooks

SPRING

Unit Focus: Simple Printmaking

Disciplines: Printmaking, Collage, Drawing

SUMMER

Unit Focus: Playful Making

Disciplines: Sculpture

Range of opportunities linked to Art and Design within the Continuous Provision across the academic year also.

Areas of Learning

Common Misconceptions:

- Lack of understanding linked to the different materials and how to use them if they have not had any previous experience with them; explicit teaching will be required to support this.
- Lack of understanding of the various subject specific vocabulary that will need to be explain and revisited to ensure children are confident with understanding and using it.

Key Concepts, Themes, Medium & Artists

Key Concepts:

- That drawing is a physical and emotional 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.

Key Concepts:

- That we can make a “plate” from which to “print”
- That there is a relationship between plate and print: e.g. negative / positive.
- That we can use print to create “multiples”

Key Concepts:

- That when we make art in 3 dimensions it is often called Sculpture.
- That we can generate ideas through playful exploration.
- That we can build understanding of the properties of materials through manipulation.



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- That we can use colour to help our drawings engage others.
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In this pathway children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.

Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.

They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.

The focus of the exploration is around spirals – an ancient symbol which we all recognise, and which lends itself to conversations around growth, movement and structure. Children are introduced to sketchbooks as a place of personal exploration, and enabled to make a sketchbook or personalise a bought sketchbook.

Themes:

Pattern, Structure, Movement, Growth, The Human Body, Sound

Medium:

Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)

Artists: Molly Haslund

- That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.
- This pathway invites children to explore the world about them as a way to begin to understand the concept of “print”.

Children use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make “plates” by making impressions in plasticine, and then by using printing foam.

They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.

Medium:

Paper, Printing Ink, Plasticine, Printing Foam

- That making sculpture is a partnership between materials, ideas, hands and tools.
- That we can reflect upon our intention when we see our ideas made physical.

In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Theme:

Transformation & Invention

Medium:

Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)

Artists:

Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett



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| Key Questions | | |
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| <ul style="list-style-type: none"> • 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 make a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me? • Can I draw from observation for a few minutes at a time? • Can I make different marks with different drawing tools? Can I see the different marks I can make with a soft pencil, a graphite stick and a handwriting pen? • Can I explore how water affects the graphite and pen, and explore how I can use a brush to make new marks? • Can I make choices about which colours I'd like to use in my drawing? • Can I see the work of an artist and listen to how the artist made the work? Am I able to share how I feel about the work? • 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? | <ul style="list-style-type: none"> • Can I make simple prints using my hands and feet? • Can I explore my environment and take rubbings of textures I find? • Can I use my rubbings to make an image? • Can I push objects I find into plasticine and make prints? • Can I cut shapes out of foam board and stick them on a block to make a plate? Can I print from the plate? • Can I draw into the surface of the foam board and print from the plate? • Can I use colour, shape, and line to make my prints interesting? • Can I create a repeat print? • Can I create a symmetrical or sequenced print? • Can I use my sketchbook to collect my prints and test ideas? • | <ul style="list-style-type: none"> • Can I explore what we mean by "sculpture" and think about what I like about different pieces of sculpture? • Can I use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen? • Can I use my hands to make small sculptures out of lots of different materials? Can I bend, twist, fold, cut and fasten? • Can I use my hands to make sculptures without designing first? Can I just see what happens if...? • Can I discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok?! • Can I share my work and listen to what other people like about it? • Can I look at other people's work and sometimes share what I like about it with them? |
| VOCABULARY | | |
| drawing, collage, sketchbook, continuous line, pencil, graphite, observation, brush, colours, | drawing, collage, print, sketchbook, rubbings, plate, symmetrical, sequences, pattern, textures | drawing, collage, print, sketchbook, sculpture, bend, twist, fold, materials, cut, fasten |
| KEY LINKS/RESOURCES | | |
| <p>Materials: A2 newsprint, A2 cartridge or black paper, sugar paper (torn into squares), soft pencils, graphite sticks, chalk, handwriting pens, or graphite, sticks, coloured card, cardboard, recycled/scrap paper, elastic bands.</p> | <p>Materials Ready mixed paints, large sheets of cardboard (maybe primed with white paint), brushes, trays, soft pencils, handwriting pens, chalk, flowers for observation, collected objects (shells, leaves, twigs etc), wax crayons, plasticine,</p> | <p>Materials A3 Sugar paper, handwriting pens. Construction Materials (see list here)</p> <p>Curriculum Links</p> |



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| <p>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</p> | <p>ink pads, printing foam, water soluble printing ink, small pieces of thick card, scrap sugar paper, glue, rollers.</p> <p>Curriculum Links Geography: Adapt to create imagery which explores symbols on maps. History: Adapt to create portraits of significant individuals from history. Maths: Pattern, repetition, pictorial representation, 2D/3D shapes. Science: Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed patterns. PSHE: Peer discussion.</p> | <p>Geography: Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc. Maths: Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction. Science: Uses language to support understanding of properties and manipulation of materials. PSHE: Collaboration, responsibility to the planet.</p> |
| <p style="text-align: center;">Spirals</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> | <p style="text-align: center;">Simple Printmaking</p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> | <p style="text-align: center;">Playful Making</p> <p>Exploring materials and intention through a playful approach</p> |



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

ART & DESIGN

YEAR 1

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should be taught:

- 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
- 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.

| AUTUMN | SPRING | SUMMER |
|---|---|---|
| Unit Focus: Exploring Watercolour Disciplines: Painting (Watercolour) | Unit Focus: Inspired by Flora & Fauna Disciplines: Drawing, Collage, Sketchbooks | Unit Focus: Making Birds Disciplines: Sculpture, Drawing, Collage |
| Areas of Learning | | |
| Prior Learning: <ul style="list-style-type: none"> • Experience of painting and colour mixing | Prior Learning: <ul style="list-style-type: none"> • Experience of collage, drawing and mixed media | Prior Learning: <ul style="list-style-type: none"> • Experience of collage, drawing and mixed media |



Winwick CE Primary School: Key Knowledge and Progression Map

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| <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Lack of understanding about colour mixing ● No experience of watercolour and how to use materials | <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Lack of understanding of cutting and fixing techniques | <ul style="list-style-type: none"> ● Experience of making things with Playdoh and plastercine <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Lack of knowledge of a range of different types of birds |
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| <p>Common Misconceptions</p> <ul style="list-style-type: none"> ● Lack of understanding linked to the different materials and how to use them if they have not had any previous experience with them; explicit teaching will be required to support this. ● Lack of understanding of the various subject specific vocabulary that will need to be explain and revisited to ensure children are confident with understanding and using it. |
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Key Concepts, Themes, Medium & Artists

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| <p>Key Concepts:</p> <ul style="list-style-type: none"> ● That watercolour paint has special characteristics. ● That we can use the elements of surprise and accident to help us create art. ● That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. <p>In this pathway children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can “control” it, but also how the watercolour itself can help reveal the “story” of the painting.</p> <p>Themes: Exploration, Discovery</p> <p>Medium: Watercolour</p> <p>Artists:</p> | <p>Key Concepts:</p> <ul style="list-style-type: none"> ● 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>In this pathway children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna.</p> | <p>Key Concepts:</p> <ul style="list-style-type: none"> ● That there is a relationship between drawing & making – we can transform 2d to 3d. ● That we can use observational drawing and experimental mark-making together to make art. ● That we can work from similar stimulus or starting point but end up with very different individual results. ● That the individual results can then be brought together to make a whole artwork. <p>In this pathway children continue to develop their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using experimental mark-making with a variety of media.</p> <p>Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and</p> |
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| <p>Paul Klee, Emma Burleigh</p> | <p>Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials.</p> <p>They practice cutting and collage skills and explore shape and colour to build images.</p> <p>Finally there is the opportunity for children to work collaboratively on a shared background for the artwork, and pupils can see how their individual efforts are valued as part of a larger class artwork.</p> <p>Medium: Handwriting pen, Graphite, Oil pastel, Paper & Collage</p> <p>Artists: Eric Carle, Joseph Redoute, Jan Van Kessel</p> | <p>added to a simple structure. Children explore balance to finally created an individual bird.</p> <p>The class birds can then be brought together to make a “flock” – with each child’s artwork valued as part of the whole.</p> <p>Themes: Birds, Wildlife, Local habitat</p> <p>Medium: Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.</p> <p>Artists: A variety (see resource)</p> |
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Key Questions

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| <ul style="list-style-type: none"> • Can I explore watercolour and understand the different effects I can achieve? • Can I work without an end goal in mind – letting the paint lead me? • I have had the opportunity to see the work of other artists who use watercolour. Can I share my thoughts about their work? • Can I name and use primary colours, and begin to understand how colours mix to make secondary colours? • Can I understand that we all see different things in the artwork we make? Can I understand that we may all have a different response? • Can I think about the marks I make, and develop them further? | <ul style="list-style-type: none"> • Can I enjoy 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. Can I think about its body parts and what I would like them to look like? • Can I work with my classmates to make a shared drawing? • Can I share my artwork with the class? Can I listen to what my classmates like about it and can I share what I like about their work? | <ul style="list-style-type: none"> • 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 drawn 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 look at the work of other artists who have been inspired by birds and can I share my response to their work? • 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 I have taken on the challenge of making my sculpture balance and stand? |
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| | | <ul style="list-style-type: none"> • Can I see how my sculpture can be part of a class artwork? Can I see how all our sculptures are individual? • Can I share my work with my classmates and teachers, and consider what was successful for me? |
| VOCABULARY | | |
| Explore, watercolour, primary colours, secondary colours, develop, artist | Flora, fauna, names of insects and plants, colours, drawing, inspired, experiment | Sculpture, shapes, detail, experiment, media, response, 2D, 3D shape names, balance, stand |
| Sketchbook, names of different materials, artist, evaluate, | | |
| KEY LINKS/RESOURCES | | |
| <p>Materials Sketchbooks, A3 cartridge paper, water colour paints, paint brushes, coloured pencils.</p> <p>Curriculum Links Geography: Adapt by choosing colour palettes which link with topics: e.g. blues/greens for an exploration of imagery which evokes oceans. (The emphasis should remain on exploration of material so any theme link should be applied lightly). Maths: Explore identifying 2d shapes. Music: Explore the connection between art & music and being in a mindful space.</p> | <p>Materials Sketchbooks, soft pencils, coloured pencils, oil/chalk pastels, handwriting pens, graphite, collage papers, A1 paper, water colour and/or ready mixed paint over sugar paper, brushes, scrap papers.</p> <p>Curriculum Links 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.</p> | <p>Materials Sketchbooks, soft pencils, coloured pencils, handwriting pens, oil/chalk pastels, feathers, A2 cartridge, sugar paper, newsprint. Project 1: Rubbings- Small objects, wax crayons. Project 2: Drawing Fur (adapt to feathers) – Feathers, pastels, soft pencils. Corrugated card or foamboard, wire or paper clips, glue sticks.</p> <p>Curriculum Links 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.</p> |
| <u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art. | <u>Inspired by Flora & Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. | <u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. |



Winwick CE Primary School: Key Knowledge and Progression Map

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ART & DESIGN

YEAR 2

National Curriculum

Purpose of study

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Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should be taught:

- 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
- 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.

| AUTUMN | SPRING | SUMMER |
|---|--|--|
| Unit Focus: Explore & Draw Discipline: Drawing, Sketchbooks, Collage | Unit Focus: Exploring the World Through Mono Print Discipline: Printmaking (Mono Print), Drawing, Collage | Unit Focus: Be An Architect Discipline: Architecture, Drawing, Sketchbooks, Collage, Making |
| Areas of Learning | | |
| Prior Learning: | Prior Learning: | Prior Learning: |



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- Experience of working in sketchbook
- Drawing techniques – continuous line

- Experience of basic printing and collage work

- Experience of basic sculpture work

Common Misconceptions:

- Lack of understanding linked to the different materials and how to use them if they have not had any previous experience with them; explicit teaching will be required to support this.
- Lack of understanding of the various subject specific vocabulary that will need to be explain and revisited to ensure children are confident with understanding and using it.

Key Concepts, Themes, Medium & Artists

Key Concepts:

- 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.

In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art.

Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.

Key Concepts:

- When we make mono prints we use mark making to create one off prints.
- When we make mono prints we create an impression of a drawing.
- That we can generate playful narratives and inventions through drawing.
- That we understand that using a range of marks will generate different effects when creating mono prints.
- That we can create creative responses to different stimuli and make the work our own.

Building on the exploration of drawing in Autumn term 1, this pathway starts with two explorations of drawing – one drawing from photographs or film, and two drawing from small, closely observed objects. In both sessions pupils develop drawing and mark making skills.

Children are then introduced to mono print. They explore the work of an artist who uses mono print in his own work, and are introduced to a simple mono print technique. Classes then have a choice of projects to develop mono printing and drawing skills, depending upon their preferred area of subject focus.

Key Concepts:

- 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.

This pathway gives pupils the opportunity to explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model.



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| <p>The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p> <p>Themes: Natural Forms, Seasonal Changes, Patterns, Symmetry</p> <p>Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist</p> <p>Artists: Rosie James, Alice Fox</p> | <p>This pathway encourages children to take creative risks and use drawing as a way to playfully invent and create narratives.</p> <p>Themes: Natural and Manmade Forms, Invention, Narrative</p> <p>Medium: Graphite pencils, Oil Pastels, Carbon Paper</p> <p>Artists: Xgaoc'o X'are, Leonardo Di Vinci</p> | <p>The pathway can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.</p> <p>Themes: Habitat, Community, Culture, Purpose</p> <p>Medium: Construction Materials</p> <p>Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios This pathway will take approximately half a term, based upon a weekly art lesson.</p> |
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Key Questions

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| <ul style="list-style-type: none"> • Can I see how some artists explore the world around them to help them find inspiration? • Can I explore my local environment (school, home, etc) and collect things which catch my eye? • Can I explore composition by arranging the things that I have collected? • Can I talk about what I collected, and how and why I arranged the things I collected? • Can I take photographs of my artwork and can I think about focus and light? • Can I use careful looking to practice observational drawing, and can I focus for 5 or 10 minutes? • Can I hold an object and can I make a drawing thinking about the way the object feels? • Can I combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings? | <ul style="list-style-type: none"> • Can I make drawings using photos from films as my source material? • Can I look closely guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen? • Can I look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size? • Can I think carefully about which marks I will include in my drawing? • Can I share my sketchbook work with the class and talk about what I like about my work. Can I listen to others talking about their work, and sometimes I can add my thoughts? • Can I see what a mono print is and have explored the work of an artist who uses mono print? Can I share my thoughts on the artists work? • Can I use carbon paper to make mono prints? Can I experiment with the kinds of marks I make, and | <ul style="list-style-type: none"> • Can I explore the work of some architects? Can I see that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live? • Can I share how architecture makes me feel, what I like and what I think is interesting? • Can I use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape? • Can I see how architects use their imaginations to try to design buildings which make people's lives better and can I use my own imagination when thinking about architecture I might design? • Can I make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks? • Can I explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model? |
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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| <ul style="list-style-type: none"> • Can I work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work? • Can I cut out and collage to explore composition? • Can I 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? | <p>think about how they help make my drawings interesting?</p> <ul style="list-style-type: none"> • Can I base my drawings upon careful observational looking? Can I slow down my looking and mark making and work for 5 to 15 minutes on a drawing? • Can I explore a theme and make mono prints using my imagination to make my drawings personal? • Can I share my work and talk about what I like, and what I would like to try again? • Can I enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work. • Can I understand that through art, I can invent and discover? | <ul style="list-style-type: none"> • Can I see that I don't need to design on paper first; can I design as I make? • Can I reflect upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates? • Can I used digital media to document my work, including taking photographs and short videos? |
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VOCABULARY

drawing, collage, print, sketchbook, Explore, compose, explanation, explain, collect, composition, observe, observational, invent, design, make, reshape, fasten, model, reflect, digital media, photographs, videos

KEY LINKS/RESOURCES

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| <p>Materials Soft pencils, handwriting pens. Project 1: Wax Resist Autumn Leaves – A3 cartridge paper, metallic wax crayons, brusho ink. Project 2: Autumn Floor Drawings – Water colour, graphite, charcoal, soft B pencils, inks, A2 paper.</p> <p>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.</p> | <p>Materials Soft pencils, oil pastels/wax crayons, handwriting pens, carbon paper, A3 cartridge paper, tracing paper.</p> <p>Curriculum Links English: Link to English by asking children to draw upon their own experience for narratives. Geography: Adapt to explore habitats, continents. Maths: Use language to develop understanding of symmetry (peeling back monoprints). Science: Animals, trees, materials. PSHE: Peer discussion. Collaboration. Be aware that you leave the making open enough for the children to explore fully and freely (not constrained by working too closely to a theme).</p> | <p>Materials Soft B pencils, coloured pencils, felt tip pens, handwriting pens, Construction Materials (see list here)</p> <p>Curriculum Links Geography: Adapt to explore habitats, cities, towns and villages, ports & harbours. History: Make houses inspired by the architecture of different ages or cultures, for example buildings damaged during the Great Fire of London. Maths: Use language which supports understanding of Measuring, 2D/3D shapes. Science: Explore properties of materials e.g. make your architecture waterproof, rough, smooth? PSHE: Collaboration, Peer Discussion, Ethnic Identity, Different Religions (architecture representative of).</p> |
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

Explore & Draw

Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.

Exploring the World Through Mono Print

Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.

Be An Architect

Exploring architecture and creating architectural models.



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

ART & DESIGN

YEAR 3

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

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.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

| AUTUMN | SPRING | SUMMER |
|--|--|---|
| Unit Focus: Gestural Drawings with Charcoal Disciplines: Drawing, Sketchbooks | Unit Focus: Cloth, Thread, Paint Disciplines: Painting, Sewing, Drawing, Sketchbooks, | Unit Focus: Telling Stories Through Drawing & Making Disciplines: Drawing, Sculpture, Sketchbooks, |
| Areas of Learning | | |
| Prior Learning: ● Drawing with pencil and graphite | Prior Learning: | Prior Learning: ● Experience of sculpture |



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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| | <ul style="list-style-type: none"> Threading activities linked to developing fine motor control | |
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Common Misconceptions:

- Lack of understanding linked to the different materials and how to use them if they have not had any previous experience with them; explicit teaching will be required to support this.
- Lack of understanding of the various subject specific vocabulary that will need to be explain and revisited to ensure children are confident with understanding and using it.

Key Concepts, Themes, Medium & Artists

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| <p>Key Concepts:</p> <ul style="list-style-type: none"> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive 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>In this pathway, children discover how to make drawings that capture a sense of drama or performance using charcoal.</p> <p>Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p> <p>This pathway will take approximately half a term, based upon a weekly art lesson.</p> <p>Theme:</p> | <p>Key Concepts:</p> <ul style="list-style-type: none"> That artists can combine art and craft using painting and sewing together to make art. That when we use two 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>In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).</p> <p>Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.</p> <p>Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used</p> | <p>Key Concepts:</p> <ul style="list-style-type: none"> That we can take inspiration from other artforms such as film 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>In this pathway children are enabled to make sculptural equivalents of characters from film and literature. The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object.</p> <p>Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.</p> <p>The pathway is easily adapted to which ever books/films you are studying in class.</p> <p>Medium:</p> |
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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|---|---|---|
| <p>Cave art, Movement, Human Body, Relationship of Body to Place</p> <p>Medium: Charcoal, Paper, Body</p> <p>Artists: Heather Hansen, Laura McKendry, Edgar Degas</p> | <p>as stimulus, and as a way to explore mark making, colour and composition.</p> <p>Medium: Fabric (Calico), Paint, Thread</p> <p>Artists: Alice Kettle, Hannah Rae</p> | <p>Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).</p> <p>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p> |
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Key Questions

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|---|--|---|
| <ul style="list-style-type: none"> ● Can I see how artists have used charcoal in their work and talk about the marks produced? Can I talk about how I feel about their work? ● I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. ● Can I work on larger sheets of paper, and I can make loose, gestural sketches using my body? ● Can I understand what Chiaroscuro is and how I can 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 see how other artists do the same? ● Can I take photographs of my work, thinking about focus, lighting, and composition? ● Can I share my work with my classmates and talk about what I feel 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? ● | <ul style="list-style-type: none"> ● Can I explore how artists combine media and use them in unusual ways to make art? ● Can I share my response to their work? ● Can I use my sketchbook to make visual notes capturing ideas that interest me? ● Can I use my sketchbook to test ideas and explore colour and mark making? ● Can I use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions? ● Can I use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape? ● Can I share my work with others and share my thoughts about the process and outcome? Can I listen to their feedback and take it onboard? ● Can I appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes? Can I share my feedback on their work? ● Can I take photographs of my work, thinking about lighting and focus? | <ul style="list-style-type: none"> ● Can I see how artists are inspired by other artists often working in other artforms? ● Can I understand how artists sometimes use sketchbooks to understand and explore their own response to an artist's work? ● Can I use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials? ● Can I make a sculpture using materials to model or construct which is inspired by a character in a book or film? ● Can I reflect and share how the way I made my sculpture helps capture my feelings about the original character? ● Can I enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character? ● Can I share my feedback about my classmates work? ● Can I take photographs of my work thinking about focus, background and lighting? |
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VOCABULARY



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

drawing, collage, print, sketchbook, explore, compose, explanation, explain, collect, composition, observe, observational, invent, design, make, reshape, fasten, model, reflect, digital media, photographs, videos, charcoal, marks, Chiaroscuro, tonal values, drama, tool, lighting, combine, response, mark-making, fabric, thread, stitching, canvas, process, outcome, similarities, differences, feedback

KEY LINKS/RESOURCES

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|---|--|---|
| <p>Materials A2 sugar paper, A4 paper for 'pallets', willow charcoal, erasers, hairspray (for fixing), white chalk. Project 1: Drawing by torchlight – Torches, small toys/objects, charcoal, white chalk, buff sugar paper. Project 2: Small cardboard boxes, charcoal, A2 sugar paper, scrap card/modelling materials, small toys/objects, tape, drawing materials as above. Project 3: Charcoal Cave – Medium/large cardboard box, newsprint, charcoal (ideally both willow and compressed) rags, small toys or dollhouse furniture. Project 1: Charcoal and Dance – A2 or A1 paper/wall aper, charcoal.</p> <p>Curriculum Links Music & Drama: Listen to music to influence marks and movement while children do the "Dancing with Charcoal".</p> | <p>Materials Soft B pencils, coloured pencils, handwriting pens, Calico or other neutral fabric cut into A4 or smaller rectangles, acrylic or poster paint, brushes, card for palettes, sewing thread, needles. Volcano option: Large canvas sheet, white emulsion paint, acrylic or ready mixed paint, materials to create texture</p> <p>Curriculum Links Geography: Adapt your focus to create sewn landscapes/oceans according to topic. History: Create a sewn scene inspired by a local history event. Science: Explore habitats, Local environment, materials. Maths: Pattern, measuring.</p> | <p>Materials Soft B pencils, coloured pencils, oil/chalk pastels, handwriting pens, A3 or A2 cartridge paper.</p> <p>Option 1: Modroc or Clay Characters – Newspaper, masking tape, modroc, air dry clay, acrylic or ready mixed paint, brushes, trays.</p> <p>Option 2: Plasticine Characters – A3 cartridge paper, modelling plasticine, constructed materials, corrugated card circles. Option 2: Flying MinPin Characters – Air dry clay, wire, A4 or A3 cartridge paper, tissue paper, feathers, PVA glue.</p> <p>Option 3: James and the Giant Peach Literacy Garden – assorted construction materials.</p> <p>Curriculum Links English: Link to "character" books such as Roald Dahl's Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making. Science: Materials, animals, micro habitats. Maths: 2D/3D shapes, measuring, weight. PSHE: Responsibility to the planet, collaboration, peer discussion.</p> |
| <p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> | <p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> | <p><u>Telling Stories Through Drawing & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> |



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

ART & DESIGN

YEAR 4

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

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.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

| AUTUMN | SPRING | SUMMER |
|---|--|---|
| Unit Focus: Storytelling Through Drawing Disciplines: Drawing, Sketchbooks | Unit Focus: Exploring Still Life Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief | Unit Focus: Sculpture, Structure, Inventiveness & Determination Disciplines: Drawing, Sketchbooks, Sculpture |
| Areas of Learning | | |
| Prior Learning: <ul style="list-style-type: none"> • Varied experiences of drawing with different media | Prior Learning: <ul style="list-style-type: none"> • Varied experiences of using different media to create art pieces, | Prior Learning: <ul style="list-style-type: none"> • Experience of different elements of sculpture |



Common Misconceptions:

- Lack of understanding linked to the different materials and how to use them if they have not had any previous experience with them; explicit teaching will be required to support this.
- Lack of understanding of the various subject specific vocabulary that will need to be explain and revisited to ensure children are confident with understanding and using it.

Key Concepts, Themes, Medium & Artists

Key Concepts:

- 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.
- In this pathway children explore how we can create sequenced imagery to share and tell stories.

The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work.

There is then a choice of two projects: the first explores the creation of an accordion book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories.

In the other option children draw upon graphic novels and make a comic strip style telling of a piece of poetry.

Medium:

Drawing Materials, Paper

Artists:

Key Concepts:

- That when artists make work in response to static objects around them it is called still life.
- That still life has been a genre for many hundreds of years, and is it still relevant today.
- That when artists work with still life, they bring their own comments and meaning to the objects they portray.
- That we can make a still life creative response in many media: drawing, painting, collage, relief...
- That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.

In this pathway children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life.

Along the way children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.

Medium:

Key Concepts:

- 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.
- That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.
- 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.
- That we can express our personality through the art we make.
- 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.

In this pathway children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it feels to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or “wrong or right”.



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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| <p>Laura Carlin, Shaun Tan</p> | <p>Acrylic or poster paint, pen, pencil, ink, clay (depending upon project chosen)</p> <p>Artists: Paul Cezanne, Peter Claesz, Melchior d’ Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p> | <p>Pupils start by seeing how artists sometimes help us learn about ourselves by drawing parallels with other lives. Pupils apply this knowledge by looking at how birds build nests – what can we learn from them about the traits we might show when we make experimental drawings and build sculpture?</p> <p>Medium: Various Drawing Materials, Construction Materials</p> <p>Artists: Marcus Coates</p> |
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Key Questions

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| <ul style="list-style-type: none"> ● 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 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? | <ul style="list-style-type: none"> ● 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? ● Can I draw from observation and think about how I can 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? | <ul style="list-style-type: none"> ● Can I understand how we can learn about ourselves through art? ● Can I feel safe to take creative risks when I work? Can I enjoy the feeling of experimenting with materials? ● Can I feel ok when I am being challenged by materials and ideas? Can I feel ok when I don’t know exactly what I’m doing? ● Can I use a variety of drawing materials to make experimental drawings based upon observation? ● Can I construct with a variety of materials to make a sculpture? ● Can I see my personality in what I have made? ● Can I 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? ● Can I appreciate the work of my classmates and can I share my response to their work, identifying similarities and differences in our approach and outcomes? ● Can I take photographs of my work thinking about presentation, focus and lighting? |
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

- Can I take a photograph of my work, thinking about lighting and focus?

VOCABULARY

drawing, collage, print, sketchbook, explore, compose, explanation, explain, collect, composition, observe, observational, invent, design, make, reshape, fasten, model, reflect, digital media, photographs, videos, charcoal, marks, tonal values, drama, tool, lighting, combine, response, mark-making, canvas, process, outcome, similarities, differences, feedback, contemporary, traditional, illustrator, graphic novelist, imagery, outcomes, creative risks, construct

KEY LINKS/RESOURCES

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| <p>Materials Soft B pencils, handwriting pen, coloured pencils, oil/chalk pastels, charcoal, graphite, ink, paints, A2 or A3 cartridge paper (cut & into folded accordion books).</p> <p>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.</p> | <p>Materials Soft B pencils, cartridge paper, sharpies or felt tip pens, handwriting ink or watercolour (undiluted or thick & diluted down to a wash), a fine brush and a thick brush, a small, solid object to draw.</p> <p>Option 1: Cut Paper Collage Still Life – (to make the collage papers) A2 cartridge paper, A3 coloured sugar paper, sponges, brushes, bubble wrap scraps, acrylic or ready mixed paint (to make the collage), a still life arrangement, PVA glue, scissors.</p> <p>Option 2: Cezanne Paintings to reference (digitally and printed), a still life arrangement (textured cloths/tea towels, colourful fruits, large bowls, glass vase or bottle, tea pot etc), large pieces of card in various colours for background, iPads/tablets/digital camera/iPhone for photographing.</p> <p>Option 3: Clay Fruit Tiles – Selection of fruit and vegetables, drawing materials: charcoal, graphite, pencil, chalks, pastels, paper, card, tissue paper, scissors, cardboard, camera, photocopier or tracing paper, clay, clay tools, rolling pins, clay knives, boards, plastic bags, sponges, water pots, brushes, toothbrush and water (for joining clay onto your tile), acrylic paint.</p> | <p>Materials A3 cartridge paper, soft B and hard H pencils, ink, graphite sticks, water soluble graphite, wax crayons, water colour. <i>Construction Materials (see list here)</i></p> <p>Curriculum Links Geography: Link with birds and migration via the North and South hemisphere. Science: Language to support understanding of materials, habitats. PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.</p> |
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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| | <p>Option 4: Graphic Inky Still Life – Inks, foamboard or cardboard, quills/brushes/pens, craft knife and cutting mat, PVA glue, variety of bottles to draw.</p> <p>Curriculum Links 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).</p> | |
| <p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> | <p><u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.</p> | <p><u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?</p> |



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

ART & DESIGN

YEAR 5

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

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.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

| AUTUMN | SPRING | SUMMER |
|---|--|---|
| Unit Focus: Typography & Maps Disciplines: Design: Typography, Drawing, Collage, Sketchbooks | Unit Focus: Mixed Media Land & City Scapes Disciplines: | Unit Focus: Set Design Disciplines: Set Design, Making, Drawing, Sketchbooks |
| Areas of Learning | | |
| Prior Learning: | Prior Learning: | Prior Learning: |



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

- Experience of mapwork in Geography
- Range of drawing and collage experience

- Range of mixed media experience

- Experience of sculpture work in both Art and DT

Common Misconceptions:

- Lack of understanding linked to the different materials and how to use them if they have not had any previous experience with them; explicit teaching will be required to support this.
- Lack of understanding of the various subject specific vocabulary that will need to be explain and revisited to ensure children are confident with understanding and using it.

Key Concepts, Themes, Medium & Artists

Key Concepts:

- 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.

In this pathway children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions.

They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps.

Themes:

Identity, Environment, Habitat

Medium:

Pencil, Pen, Paper

Key Concepts:

- That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.
- That artists often work outside (plein air) so that all their senses can be used to inform the work.
- That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”.
- We can share our artistic discoveries with, and be inspired by each other.
- We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.

In this pathway children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media.

Key Concepts:

- That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation).
- That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.
- That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.
- That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.

In this pathway pupils explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation. Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music).

Sketchbooks are used throughout to brainstorm, record, test and reflect.



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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| <p>Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> | <p>Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end result.</p> <p>Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter.</p> <p>Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)</p> <p>Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p> | <p>Medium: Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials</p> <p>Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p> |
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Key Questions

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| <ul style="list-style-type: none"> • Can I understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions? • Can I see how other artists work with typography and have been able to share my thoughts on their work? • Can I explore how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made? • 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 | <ul style="list-style-type: none"> • I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations. • I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. • I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. • I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. • I have continued my exploratory work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper. | <ul style="list-style-type: none"> • I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. • I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. • I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. • I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. • I can appreciate the artwork made by my classmates and share my response to their work. • I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. |
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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| <p>personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me?</p> <ul style="list-style-type: none"> • 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? | <ul style="list-style-type: none"> • I can share my journey and discoveries with others and am able to reflect upon what I have learnt. • I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. | <ul style="list-style-type: none"> • I can use my animation set as backdrop to an animation. |
|---|---|---|

VOCABULARY

drawing, collage, print, sketchbook, explore, compose, explanation, explain, collect, composition, observe, observational, invent, design, make, reshape, fasten, model, reflect, digital media, photographs, videos, charcoal, marks, tonal values, drama, tool, lighting, combine, response, mark-making, canvas, process, outcome, similarities, differences, feedback, contemporary, traditional, imagery, outcomes, creative risks, construct, typography, exploratory, discovery, stimulus, presentation, focus

KEY LINKS/RESOURCES

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| <p>Materials Soft B pencils, handwriting pens, cartridge paper, black sugar paper, assorted papers/cards, old maps or newspapers, A1 cartridge paper, assorted small objects and plants, PVA glue, tape, scissors.</p> <p>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.</p> | <p>Materials Soft B pencils, handwriting pens, sharpies, coloured pencils, oil/chalk pastels, charcoal, water colour, acrylic paint, ink, assorted papers and envelopes, glue.</p> <p>Curriculum Links Geography: Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping. Science: Local habitat, Environmental changes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.</p> | <p>Materials Soft B pencils, A2 cartridge paper, charcoal, cardboard boxes, selection of small toys, construction materials.</p> <p>Curriculum Links English: Create set designs inspired by your chosen play or book (for example Esio Trot). History: Create a 'scene' inspired by your chosen civilisation topic e.g. a Roman amphitheatre. Science: Light, shadow. Music & Drama: Link to projects in Music and Drama. PSHE: Collaboration, Peer Discussion.</p> |
| <p><u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> | <p><u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.</p> | <p><u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> |



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

ART & DESIGN

YEAR 6

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

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.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

| AUTUMN | SPRING | SUMMER |
|--|---|---|
| Unit Focus: 2D Drawing to 3D Making Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks | Unit Focus: Exploring Identity Disciplines: Collage, Drawing, Sketchbooks | Unit Focus: Shadow Puppets Disciplines: Making, Drawing, Sketchbooks |
| Areas of Learning | | |
| Prior Learning: <ul style="list-style-type: none"> • Experience of designing and creating 3D modelling in DT | Prior Learning: <ul style="list-style-type: none"> • Range of collage and sketchbook work | Prior Learning: <ul style="list-style-type: none"> • Experience using puppets |



Common Misconceptions:

- Lack of understanding linked to the different materials and how to use them if they have not had any previous experience with them; explicit teaching will be required to support this.
- Lack of understanding of the various subject specific vocabulary that will need to be explain and revisited to ensure children are confident with understanding and using it.

Key Concepts, Themes, Medium & Artists

Key Concepts:

- 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 surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- That we can use methods such as the grid method and looking at negative space to help us draw.
- That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

This pathway contains two choices: 1) working towards a piece of sculpture, or 2) working towards graphic design/packageing.

Both options allow children to explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object.

Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece.

Key Concepts:

- That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.
- That people are the sum of lots of different experiences, and that through art we can explore our identity.
- That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.
- That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

In this pathway children are introduced to artists who explore their identity within their art.

Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition.

Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.

Key Concepts:

- That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories.
- That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.
- That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.
- That we can work in collaboration with others to make a shared experience.

In this pathway children explore both traditional and contemporary artists and craftspeople using intricate cutouts to create artwork which is meaningful to the culture in which it is created.

Pupils explore how they can take inspiration from other artists and craftspeople, and adapt ideas to suit their own way of working. Pupils create puppets working in collaboration.

Sketchbooks are used throughout to record, generate ideas, test and reflect.

Medium:

Paper, Construction Materials



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

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| <p>The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing.</p> <p>The graphic design packaging project includes typography.</p> <p>Medium: Card, Paper, Drawing materials.</p> <p>Artists: Lubaina Himid, Claire Harrup</p> | <p>Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.</p> <p>Medium: Drawing Materials, Tablet (if digital), Paper</p> <p>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p> | <p>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</p> |
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Key Questions

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| <ul style="list-style-type: none"> ● Can I explore artists who use their drawing skills to make objects, and I can 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 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? | <ul style="list-style-type: none"> ● Can I see how artists explore their identity by creating layered and constructed images? Can I share my response to their work with my classmates? ● Can I use my curiosity to think about how I might adapt techniques and processes to suit me? ● Can I use my sketchbook to record, generate ideas, test, reflect and record? ● Can I work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning? ● Can I share my work with my classmates, articulating how I feel about the journey and outcome? Can I listen to feedback from my classmates and respond? ● Can I appreciate the work of my classmates and can I reflect upon the differences and similarities of their work (and experience) to mine? Can I share my response to their work? ● Can I take photographs of my artwork, thinking about lighting, focus and composition? | <ul style="list-style-type: none"> ● Can I see how a variety of artists and craftspeople use their interest in cut-outs to generate imagery? Can I share my response to their work with my classmates? ● Can I use my curiosity to think about how I might adapt techniques and processes to suit me? ● Can I use my sketchbook to record, generate ideas, test ideas and reflect? ● Can I make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome? ● Can I manipulate the materials using tools so that the puppets I make have character and expression? ● Can I make my puppets move in simple ways by articulating them? ● Can I work with my peers to create a collaborative experience? ● Can I share my work, as a team, and share and listen to feedback? ● Can I give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours? |
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: ART & DESIGN

- Can I photograph my three-dimensional work, thinking about presentation, lighting, focus and composition?

- Can I photograph or film our puppets and performance?

VOCABULARY

drawing, collage, print, sketchbook, explore, compose, explanation, explain, collect, composition, observe, observational, invent, design, make, reshape, fasten, model, reflect, digital media, photographs, videos, charcoal, marks, tonal values, drama, tool, lighting, combine, response, mark-making, canvas, process, outcome, similarities, differences, feedback, contemporary, traditional, imagery, outcomes, creative risks, construct, exploratory, discovery, stimulus, presentation, focus, negative space, approach, layered, curiosity, generate, test, manipulate, articulate, expression

KEY LINKS/RESOURCES

| | | |
|--|---|---|
| <p>Materials Option 1: Flat/Sculptural Drawings: Corrugated cardboard, silhouette images of dogs, handwriting pens, soft B pencils, collage papers/newspapers/photocopies, PVA glue, tape, scissors. Option 2 Packaging: Cardboard food packaging, ink, brushes, handwriting pens, sharpies, acrylic paint/poster paint mixed with PVA, coloured paper, coloured crayons, scissors, string, big needles, glue, tape, wire.</p> <p>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.</p> | <p>Materials Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.</p> <p>Curriculum Links History: Explore the identity of a figure from your chosen history topic. PSHE: Collaboration, Peer Discussion, Different Religions, Ethnic Identity.</p> | <p>Materials Soft B pencils, handwriting pens (black/coloured). For the puppets: Coloured and black card, coloured tissue paper, doilies, fabric, string, wire, feathers, acetate card, paper fasteners/split pins, wooden skewers, PVA glue, tape, large white sheet (or whiteboard).</p> <p>Curriculum Links English: Use literature to inspire narrative. History: Create a narrative around area of focus. Science: Human body, animals, light and shadow. Music & Drama: Be Inspired, or make a creative response to, existing productions/themes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.</p> |
| <p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> | <p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> | <p><u>Shadow Puppets</u> Explore how traditional and contemporary artists use cut-outs and shadow puppets.</p> |