



Art and Design

Planning, Progression and Assessment Document
January 2024

Using this document:

- Please use this guidance to plan, teach and assess for each individual child's achievement within all areas of Art and Design.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

We aim for all children to acquire the ability to implement the following fundamental characteristics of artists and designers:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Please use your informed judgements of ongoing formative and summative assessments, to decide upon a 'best fit' judgement as to whether they have:

- **acquired and retained the expected knowledge within our curriculum;**
- **exceeded these expectations;**
- **are still working towards the goals; or**
- **cannot access this curriculum.**

Art and Design Long Term Plan

| | Autumn 1 | Spring 1 | Spring 2 |
|---------------|--|---|--|
| | Drawing and Sketchbooks | Surface and Colour | Working in Three Dimensions |
| EYFS | <i>Ongoing Knowledge and Skills through Learning-based Experiences and Continuous Provision (see plan below)</i> | | |
| Year 1 | Spirals Spirals | Exploring Water Colour Exploring Watercolour | Making Birds Making Birds |
| Year 2 | Explore and Draw Explore & Draw | Expressive Painting Expressive Painting | Be an Architect Be an Architect |
| Year 3 | Gestural Drawing with Charcoal Gestural Drawing with Charcoal | Cloth, Thread, Paint Cloth, Thread, Paint | Telling Stories through Drawing and Making Telling Stories |
| Year 4 | Storytelling through Drawing Storytelling Through Drawing | Exploring Still Life Exploring Still Life | Festival Feasts Festival Feasts |
| Year 5 | Typography and Maps Typography & Maps | Mixed Media Land and City Scapes Mixed Media Landscapes | Set Design Set Design |
| Year 6 | 2D Drawing to 3D Making 2D to 3D | Exploring Identity Exploring Identity | Brave Colour Brave Colour |

Vocabulary should include key words below. Each year should build on previous years' language. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes. [Pls refer to the "I Can" statements on each individual pathway MTP to help ensure children understand the context and spirit of language used.](#)

| | Drawing | Painting | Sculpture |
|---------------|--|--|--|
| EYFS | Drawing: Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Selfportrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag | Painting: Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe | Sculpture: 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet |
| Year 1 | Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think | Exploring Watercolour: Watercolour, Brush, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale, Reflect, Share, Discuss | Making Birds: Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss |
| Year 2 | Explore & Draw: Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brush, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback | Be An Architect: Architect, Architecture, Designer, Maker, Model, Scale, Response, Imagination, experience, Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community, Response, React, Colour, Form, Shape, Line, Pattern, Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element, Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective | Expressive Painting: Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto, Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention, Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes, Present, Share, Reflect, Discuss, Feedback, |

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|---------------|---|--|---|
| Year 3 | Gestural Drawings with Charcoal: Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback | Telling Stories Through Drawing & Making: Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Respond, Response, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention, | Paint, Cloth, Thread: Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash, Present, Review, Reflect, Process, Outcome |
| Year 4 | Storytelling Through Drawing: Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Exploring Still Life: Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Sculpture, Structure, Inventiveness & Determination: Personality Traits, Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition |
| Year 5 | Typography & Maps: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Set Design: Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Land and City Scapes: Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences |
| Year 6 | 2D Drawing to 3D Making: 2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Brave Colour: Sketchbook Visual notes, Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Exploring Identity: Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences |

EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The information below aims to show how the skills taught across EYFS feed into National Curriculum objectives. It outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art and Design.

The most relevant statements for Art and Design are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

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|---|-----------------------------------|--------------------------------|--|
| Nursery (Three and Four-Year-Olds) | Physical Development | | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. |
| Reception | Physical Development | | <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • 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 |
| ELG | Physical Development | Fine Motor Skills | <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> • 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. |

| EXPERIENCE | RESOURCE | COLOUR RECOGNITION | COLOUR MIXING | EXPLORER LINE | MARK-MAKING | EXPLORER SHAPES | MODELLING | HAND-EYE COORDINATION | DEXTERITY | FINE MOTOR SKILLS | NURTURE CURIOSITY | OPEN MINDS | CREATING NARRATIVE | VISUAL LITERACY | REFLECTING & TALKING | YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO |
|----------------------------|---|--------------------|---------------|---------------|-------------|-----------------|-----------|-----------------------|-----------|-------------------|-------------------|------------|--------------------|-----------------|----------------------|--|
| WHAT CAN WE SEE? | Finding Circles https://www.accessart.org.uk/finding-circles/ | | | | | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | https://www.accessart.org.uk/spirals/ |
| | Shells: Observational and Imaginative Drawing https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/spirals/ https://www.accessart.org.uk/explore-draw/ |
| | Collecting, Arranging, Drawing https://www.accessart.org.uk/collecting-arranging-drawing/ | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/explore-draw/ |
| | Still Life Compositions Inspired by Cezanne https://www.accessart.org.uk/still-life-inspired-by-cezanne/ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/explore-draw/ |
| EXPERIENCE | RESOURCE | COLOUR RECOGNITION | COLOUR MIXING | EXPLORER LINE | MARK-MAKING | EXPLORER SHAPES | MODELLING | HAND-EYE COORDINATION | DEXTERITY | FINE MOTOR SKILLS | NURTURE CURIOSITY | OPEN MINDS | CREATING NARRATIVE | VISUAL LITERACY | REFLECTING & TALKING | YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO |
| HOW CAN WE EXPLORE COLOUR? | Explorer's Books: Collecting Colour https://www.accessart.org.uk/explorers-books-collecting-colour/ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/expressive-painting/ |
| | To Colour... https://www.accessart.org.uk/to-colour/ | ✓ | | | | | | | | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/playful-making/ |
| | Collaging with Wax Crayon Rubbings https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/ | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/explore-draw/ https://www.accessart.org.uk/simple-printmaking/ |
| | Collecting, Arranging, Drawing https://www.accessart.org.uk/collecting-arranging-drawing/ | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/explore-draw/ |
| | Printing With String https://www.accessart.org.uk/printing-with-string/ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/simple-printmaking/ |
| | T-Shirt Paintings https://www.accessart.org.uk/t-shirt-paintings/ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | https://www.accessart.org.uk/expressive-painting/ |

| EXPERIENCE | RESOURCE | COLOUR RECOGNITION | COLOUR MIXING | EXPLORATION | MARK-MAKING | EXPLORATION SHAPES | MODELLING | HAND-EYE COORDINATION | DEXTERITY | FINE MOTOR SKILLS | NURTURE CURIOSITY | OPEN MINDS | CREATING NARRATIVE | VISUAL LITERACY | REFLECTING & TALKING | YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO |
|---|--|--------------------|---------------|-------------|-------------|--------------------|-----------|-----------------------|-----------|-------------------|-------------------|------------|--------------------|-----------------|----------------------|---|
| HOW CAN WE BUILD WORLDS? | Top Tips For Cardboard Creations https://www.accessart.org.uk/top-tips-for-cardboard-creations/ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | https://www.accessart.org.uk/playful-making/ |
| | Prop Making for Toys https://www.accessart.org.uk/prop-making-for-toys/ | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | https://www.accessart.org.uk/playful-making/ |
| | Creating a Book World https://www.accessart.org.uk/creating-a-book-world/ | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | https://www.accessart.org.uk/be-an-architect/ |
| | World in a Matchbox https://www.accessart.org.uk/matchboxworlds/ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | https://www.accessart.org.uk/playful-making/ |
| | Insect Hotels https://www.accessart.org.uk/insect-hotels/ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/stick-transformation-project/ |
| | | | | | | | | | | | | | | | | |
| EXPERIENCE | RESOURCE | COLOUR RECOGNITION | COLOUR MIXING | EXPLORATION | MARK-MAKING | EXPLORATION SHAPES | MODELLING | HAND-EYE COORDINATION | DEXTERITY | FINE MOTOR SKILLS | NURTURE CURIOSITY | OPEN MINDS | CREATING NARRATIVE | VISUAL LITERACY | REFLECTING & TALKING | YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO |
| HOW CAN WE BUILD EXPLORE MATERIALS & MARKS? | Burton Hathow Ducklings https://www.accessart.org.uk/burton-hathow-ducklings/ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/pathway-making-birds/ |
| | Printing With String https://www.accessart.org.uk/printing-with-string/ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/simple-printmaking/ |
| | Mark-Making and Sound https://www.accessart.org.uk/mark-making-and-sound-part-two/ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | https://www.accessart.org.uk/music-and-art/ |
| | Nursery Night Time Collage https://www.accessart.org.uk/nursery-night-time-collage/ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/flora-and-fauna/ |
| | Imaginary Landscapes https://www.accessart.org.uk/imaginary-landscapes/ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/flora-and-fauna/ |

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| | Transforming Objects https://www.accessart.org.uk/transforming-objects/ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/expressive-painting/ |
| | Collage streets https://www.accessart.org.uk/collage-streets/ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/flora-and-fauna/ |
| | Galaxy Painting https://www.accessart.org.uk/galaxy-painting/ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/exploring-watercolour-pathway/ |
| | Drawing on Pebbles https://www.accessart.org.uk/treasured-fossils/ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/explore-draw/ |
| | Collaging with Wax Crayon Rubbings https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/explore-draw/ https://www.accessart.org.uk/simple-printmaking/ |
| | Repeat Pattern Printing Roller https://www.accessart.org.uk/repeat-pattern-printing-roller/ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/simple-printmaking/ |
| | Autumn Floor Textiles https://www.accessart.org.uk/autumn-floor-textiles/ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/simple-printmaking/ https://www.accessart.org.uk/explore-draw/ |
| | Dressing Up As Fossils! https://www.accessart.org.uk/dressing-up-as-fossils/ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | https://www.accessart.org.uk/spirals/ |
| | Painting the Savannah https://www.accessart.org.uk/painting-savannah-chloe-williams/ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/exploring-the-world-through-mono-print/ |
| | T-Shirt Paintings https://www.accessart.org.uk/t-shirt-paintings/ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/expressive-painting/ |
| EXPERIENCE | RESOURCE | COLOUR RECOGNITION | COLOUR MIXING | EXPLORE LINE | MARK-MAKING | EXPLORE SHAPE | MODELLING | HAND-EYE COORDINATION | DEXTERITY | FINE MOTOR SKILLS | NURTURE CURIOSITY | OPEN MINDS | CREATING NARRATIVE | VISUAL LITERACY | REFLECTING & TALKING | YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO |

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|--|--|---------------------------|----------------------|---------------------|--------------------|----------------------|------------------|------------------------------|------------------|--------------------------|--------------------------|-------------------|---------------------------|------------------------|---------------------------------|---|
| HOW CAN WE EXPLORE 3D MATERIALS ? | Insect Hotels https://www.accessart.org.uk/insect-hotels/ | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/stick-transformation-project/ |
| | Fruit & Veg Heads https://www.accessart.org.uk/fruit-and-veg-head/ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | https://www.accessart.org.uk/playful-making/ |
| | Clay Play https://www.accessart.org.uk/how-to-clay-play/ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/playful-making/ |
| | Top Tips For Cardboard Creations https://www.accessart.org.uk/top-tips-for-cardboard-creations/ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/playful-making/ |
| | Marbled Hole Punch Sketchbook https://www.accessart.org.uk/marbled-hole-punch-sketchbook/ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | https://www.accessart.org.uk/spirals/ |
| | Repeat Pattern Printing Roller https://www.accessart.org.uk/repeat-pattern-printing-roller/ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/simple-printmaking/ |
| EXPERIENCE | RESOURCE | COLOUR RECOGNITION | COLOUR MIXING | EXPLORE LINE | MARK-MAKING | EXPLORE SHAPE | MODELLING | HAND-EYE COORDINATION | DEXTERITY | FINE MOTOR SKILLS | NURTURE CURIOSITY | OPEN MINDS | CREATING NARRATIVE | VISUAL LITERACY | REFLECTING & TALKING | YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO |
| HOW CAN WE USE OUR BODIES TO MAKE ART? | Talking Points: Dancing To Art https://www.accessart.org.uk/talking-points-dancing-to-art/ | | | | | | | | | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/music-and-art/ |
| | Mark-Making and Sound https://www.accessart.org.uk/mark-making-and-sound-part-two/ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | https://www.accessart.org.uk/music-and-art/ |
| | Movement Maps https://www.accessart.org.uk/movement-maps/ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/music-and-art/ |
| | Repeat Pattern Printing Roller https://www.accessart.org.uk/repeat-pattern-printing-roller/ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/simple-printmaking/ |
| | Hands, Feet and Flowers https://www.accessart.org.uk/hands-feet-and-flowers/ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/simple-printmaking/ |

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| | Dressing Up As Fossils! https://www.accessart.org.uk/dressing-up-as-fossils/ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | https://www.accessart.org.uk/spirals/ |
| | To Colour... https://www.accessart.org.uk/to-colour/ | ✓ | | | | | ✓ | | | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/playful-making/ |
| | Printing With String https://www.accessart.org.uk/printing-with-string/ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/simple-printmaking/ |
| EXPERIENCE | RESOURCE | COLOUR RECOGNITION | COLOUR MIXING | EXPLORE LINE | MARK-MAKING | EXPLORE SHAPE | MODELLING | HAND-EYE COORDINATION | DEXTERITY | FINE MOTOR SKILLS | NURTURE CURIOSITY | OPEN MINDS | CREATING NARRATIVE | VISUAL LITERACY | REFLECTING & TALKING | YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO | |
| HOW CAN WE USE OUR IMAGINATIONS? | Imaginary Landscapes https://www.accessart.org.uk/imaginary-landscapes/ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | https://www.accessart.org.uk/flora-and-fauna/ |
| | Mark-Making and Sound https://www.accessart.org.uk/mark-making-and-sound-part-two/ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | | https://www.accessart.org.uk/music-and-art/ |
| | Lets Start With Collage https://www.accessart.org.uk/lets-start-with-collage/ | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | https://www.accessart.org.uk/flora-and-fauna/ |
| | Galaxy Painting https://www.accessart.org.uk/galaxy-painting/ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/exploring-watercolour-pathway/ |
| | Fruit & Veg Heads https://www.accessart.org.uk/fruit-and-veg-head/ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | https://www.accessart.org.uk/playful-making/ |
| | Prop Making for Toys https://www.accessart.org.uk/prop-making-for-toys/ | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | https://www.accessart.org.uk/playful-making/ |
| | Top Tips For Cardboard Creations https://www.accessart.org.uk/top-tips-for-cardboard-creations/ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | https://www.accessart.org.uk/playful-making/ |

Year 1

| Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | |
|---|--|--|---|---|
| Drawing and Sketchbooks | | Surface and Colour | Working in Three Dimensions | Purpose/Visual Literacy/Articulation |
| Drawing Spirals | Sketchbooks Spirals | Painting Exploring Watercolour | Making Making Birds | All units |
| <p>Understand drawing is a physical activity. Spirals</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> <hr/> <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>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking Flora & Fauna</p> | <p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour Flora & Fauna</p> <p>Practice observational drawing Spirals Simple Printmaking Flora & Fauna Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Flora & Fauna Exploring Watercolour Making Birds</p> | <p>Understand watercolour is a media which uses water and pigment. Exploring Watercolour</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour</p> <hr/> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour</p> <p>Paint without a fixed image of what you are painting in mind. Exploring Watercolour</p> <p>Respond to your painting, and try to “imagine” an image within. Exploring Watercolour</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour</p> | <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Making Birds</p> <p>Understand the meaning of “Design through Making” Playful Making Making Birds</p> <hr/> <p>Use a combination of two or more materials to make sculpture. Playful Making Making Birds</p> <p>Use construction methods to build. Playful Making Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making Making Birds</p> | <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>All Pathways for Year 1</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <hr/> <p>All Pathways for Year 1</p> |
| <ul style="list-style-type: none"> • During ‘non-art’ half terms: 2 x 10 minutes a week drawing exercises to ensure the continuation of sketchbook and drawing skill development. • Printmaking and Collage during extra-curricular topics. | | | | |

Year 2

| Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | |
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| Drawing and Sketchbooks | | Surface and Colour | Working in Three Dimensions | Purpose/Visual Literacy/Articulation |
| Drawing Explore and Draw | Sketchbooks Explore and Draw | Painting Expressive Painting | Making Be an Architect | All units |
| <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> <hr/> <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 Be an Architect</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw</p> | <p>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 of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <hr/> <p>Make a new sketchbook (Elastic Band of 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 Be an Architect</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists</p> | <p>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> <hr/> <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> <hr/> <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>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> |

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| <p>Create final collaged drawings (see column 5 “collage”) which explore composition. Explore & Draw</p> <p>Make drawings inspired by sound.</p> | <p>studied. Explore & Draw Be an Architect</p> | | | <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p> |
| <ul style="list-style-type: none"> • During ‘non-art’ half terms: 2 x 10 minutes a week drawing exercises to ensure the continuation of sketchbook and drawing skill development. • Printmaking and Collage during extra-curricular topics. | | | | |

Year 3

| Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | |
|--|--|---|--|--|
| Drawing and Sketchbooks | | Surface and Colour | Working in Three Dimensions | Purpose/Visual Literacy/Articulation |
| Drawing Gestural Drawing with Charcoal | Sketchbooks Gestural Drawing with Charcoal | Painting Cloth, Thread, Paint | Making Telling Stories through Drawing and Making | All units |
| <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Understand that animators make drawings that move.</p> <hr/> <p style="color: green;">Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p style="color: green;">Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> | <p style="color: purple;">Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p style="color: purple;">Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p style="color: purple;">Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <hr/> <p style="color: green;">Work in sketchbooks to:</p> <p style="color: green;">Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p style="color: green;">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 Telling Stories Cloth, Thread, Paint</p> <p style="color: green;">Develop mark making skills. Gestural Drawing with Charcoal Telling Stories Cloth, Thread, Paint</p> | <p style="color: purple;">Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p style="color: purple;">Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p style="color: purple;">Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p> <hr/> <p style="color: green;">Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p> <p style="color: green;">Continue to develop colour mixing skills. Cloth, Thread, Paint</p> <p style="color: green;">Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p> | <p style="color: purple;">Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p style="color: purple;">Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p style="color: purple;">That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <hr/> <p style="color: purple;">An armature is an interior framework which support a sculpture. Telling Stories</p> <hr/> <p style="color: green;">Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p style="color: green;">Make an armature to support the sculpture. Telling Stories</p> | <p style="color: purple;">To understand that visual artists look to other artforms for inspiration.</p> <p style="color: purple;">Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p style="color: purple;">Understand artists often collaborate on projects, bringing different skills together.</p> <p style="color: purple;">Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <hr/> <p style="color: purple;">Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3</p> <hr/> <p style="color: green;">Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> |

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| <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p> | | | | <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3</p> |
| <ul style="list-style-type: none"> • During ‘non-art’ half terms: 2 x 10 minutes a week drawing exercises to ensure the continuation of sketchbook and drawing skill development. • Printmaking and Collage during extra-curricular topics. | | | | |

Year 4

| Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | |
|---|---|---|---|--|
| Drawing and Sketchbooks | | Surface and Colour | Working in Three Dimensions | Purpose/Visual Literacy/Articulation |
| Drawing Storytelling through Drawing | Sketchbooks Storytelling through Drawing | Painting Exploring Still Life | Making Festival Feasts | All units |
| <p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <hr/> <p style="color: green;">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</p> <p style="color: green;">Interpret poetry or prose and create sequenced images in either an accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p style="color: green;">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</p> | <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <hr/> <p style="color: green;">Use sketchbooks to:</p> <p style="color: green;">Practise drawing skills. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p style="color: green;">Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p style="color: green;">Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p style="color: green;">Brainstorm pattern, colour, line and shape. Exploring Still Life Festival Feasts</p> <p style="color: green;">Reflect. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> | <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <hr/> <p style="color: green;">That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life</p> <hr/> <p style="color: green;">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</p> <hr/> <p style="color: green;">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</p> <hr/> <p style="color: green;">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</p> <hr/> <p style="color: green;">To explore painting on different surfaces, e.g. fabric, and combine</p> | <p>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. Festival Feasts</p> <hr/> <p style="color: green;">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. Festival Feasts</p> <hr/> <p style="color: green;">To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</p> | <p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <hr/> <p style="color: purple;">Understand artists often collaborate on projects, bringing different skills together.</p> <hr/> <p style="color: purple;">Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <hr/> <p style="color: purple;">Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4</p> <hr/> <p style="color: green;">Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <hr/> <p style="color: green;">Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This</p> |

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| | | <p>paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p> | | <p>went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p> |
| <ul style="list-style-type: none"> • During 'non-art' half terms: 2 x 10 minutes a week drawing exercises to ensure the continuation of sketchbook and drawing skill development. • Printmaking and Collage during extra-curricular topics. | | | | |

Year 5

| Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | |
|---|---|---|---|---|
| Drawing and Sketchbooks | | Surface and Colour | Working in Three Dimensions | Purpose/Visual Literacy/Articulation |
| Drawing Typography and Maps | Sketchbooks Typography and Maps | Painting Mixed Media Land and City Scapes | Making Set Design | All units |
| <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> <hr/> <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 Mixed Media Landscapes Set Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Mixed Media Landscapes Set Design</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. Set Design</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> <hr/> <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>Understand that set designers can design/make sets for theatres or for animations. Set Design</p> <p>Understand that designers often create scaled models to test and share ideas with others. Set Design</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Fashion Design</p> <hr/> <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Set Design</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design</p> | <p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> |

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| <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). Set Design</p> | | | | <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p> |
| <ul style="list-style-type: none"> • During ‘non-art’ half terms: 2 x 10 minutes a week drawing exercises to ensure the continuation of sketchbook and drawing skill development. • Printmaking and Collage during extra-curricular topics. | | | | |

Year 6

| Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | |
|---|--|--|---|--|
| Drawing and Sketchbooks | | Surface and Colour | Working in Three Dimensions | Purpose/Visual Literacy/Articulation |
| Drawing 2D Drawing to 3D Making | Sketchbooks 2D Drawing to 3D Making | Painting Exploring Identity | Making Brave Colour | All units |
| <p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p> <hr/> <p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 2D</p> | <p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 2D</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? Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Brave Colour</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making 2D to 2D Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 2D Exploring Identity Brave Colour</p> | <p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p> <hr/> <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. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</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. Brave Colour</p> <p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity</p> <hr/> <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.” Brave Colour</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</p> | <p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> |

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| | | | <p>bold way, reflecting upon how this might make the viewer feel. Brave Colour</p> | <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6</p> |
| <ul style="list-style-type: none"> • During 'non-art' half terms: 2 x 10 minutes a week drawing exercises to ensure the continuation of sketchbook and drawing skill development. • Printmaking and Collage during extra-curricular topics. | | | | |

Characteristics of Mastery & Depth

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| Interdependence | Can apply the skill or knowledge without recall to the teacher. |
| Fluency | Can apply the skill and knowledge with a high level of confidence. |
| Application | Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum. |
| Consistency | Will be consistent in their use of the skills and understanding |
| Synthesise | Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills |
| Re-visit | Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty. |

Adaptations and Reasonable Adjustments for Pupils with SEND

| <u>Cognition and Learning</u> | | <u>Communication and Interaction</u> | |
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| <u>Subject Challenges for SEND</u> | <u>Provision for SEND</u> | <u>Subject Challenges for SEND</u> | <u>Provision for SEND</u> |
| <p>Interpretation of artists' work.</p> <p>Reading/studying of artists' backgrounds and styles.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. an artist study.</p> | <p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Twinkl App Online.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which can be used in everyday speech e.g. 'expression.' Create word banks to demonstrate that the same word can have different meanings in different contexts.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc.</p> <p>Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their</p> | <p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> | <p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use flash cards supported by visuals to allow the children to choose adjectives to support their reasoning. E.g. children could select the word 'bright' to describe why they like a particular piece of artwork. Children could then match these flash cards to different pieces of artwork to demonstrate understanding. Teacher can use these flash cards to prompt verbal reasoning.</p> <p>Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.'</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p> |

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| <p>Sequencing of physical art task (knowing which steps to complete first).</p> | <p>sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).</p> <p>Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing.</p> | | |
| <p><u>Sensory and Physical</u></p> | | <p><u>Social Emotional and Mental Health</u></p> | |
| <p><u>Subject Challenges for SEND</u></p> | <p><u>Provision for SEND</u></p> | <p><u>Subject Challenges for SEND</u></p> | <p><u>Provision for SEND</u></p> |
| <p>Fine motor skills/physical difficulties.</p> <p>Sensory difficulties accessing specific materials during Art lessons. For example, some children may find it very difficult to handle a material such as cotton wool due to tactile sensory difficulties.</p> <p>Children with a visual impairment may find it difficult to view text/images.</p> | <p>Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require cross guard pencil grips/spring assisted scissors. Speak to SENDCo if unsure.</p> <p>Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload. E.g. replace cotton wool for polyfill stuffing.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (if applicable Class Teachers</p> | <p>Low self-esteem in art ability.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> | <p>Showcase different artists' work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability.</p> <p>Make use of learning objectives which focus upon the specific art skill and not the resulting artwork. E.g. focus upon the shading of a sunflower rather than the accuracy of the shape of the petals.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next</p> |

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| | <p>will be notified). Enlarge images to appropriate sizes to aid access.</p> | | <p>to patient, non-dominant children. Additional adult support can be deployed as necessary.</p> <p>Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> |
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