Tollesbury School

Belong Discover Achieve

# Knowledge and Skills progression

## Subject area: Art

### EYFS: Statutory Framework

**Communication and Language:** The development of children's spoken language underpins all seven areas of learning and development.

**Expressive Arts and Design:** 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.

**Physical; Development:** Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Our curriculum is building on the skills learned in the Early Years.**

I can explore and experiment with a range of tools and media.
I can develop my own artwork in response to what I see and touch.
I can explore and experiment with a range of colours, patterns, textures.
I can choose what is best to express my own imaginative ideas.

The following progression document is split into knowledge (in purple) and skills (in green) for each year group. Substantive knowledge (the knowing "what") is factual, can usually be sequenced, and because of that relies on prior knowledge. Some of the knowledge and skills (underlined) will be taught whilst we are teaching the D&T half term rather than Art, using the Access Art Drawing Exercises https://www.accessart.org.uk/drawing-for-dt-half-term/ whilst some will be taught during curriculum enrichment opportunities (e.g. class artist study at the start of the academic year, Christmas card design etc) NB: Year groups 2, 3, 4 and 5 have painting colour mixing skills which will need to be planned and taught during the class artist study previously referred to.

| **Year 1** | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | **Underlined = knowledge and skills taught through AA Drawing Exercises during D&T half term and other areas of curriculum enrichment (e.g. artist study at the start of the academic year, Christmas card design etc)** | |
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| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Collage** | **Making/ Sculpture** | **Exploration and Evaluation** |
| Understand drawing is a physical activity. Spirals<br><br>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals<br><br>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals<br><br>Pupils draw observing detail using pencil, graphite, handwriting pen.<br>AA Drawing exercises<br>https://www.accessart.org.uk/drawing-for-dt-half-term/<br><br>Pupils draw from first hand observation, observing detail.<br>AA Drawing exercises<br>https://www.accessart.org.uk/drawing-for-dt-half-term/ | Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals<br><br>Decorate a bought sketchbook. Spirals<br><br>Use sketchbooks to:<br><br>Develop experience of primary and secondary colours Spirals<br>Exploring Watercolour<br><br>Practice observational drawing Spirals<br><br>Explore mark making<br>Spirals<br>Exploring Watercolour | Understand prints are made by transferring an image from one surface to another.<br>Taught during curriculum enrichment.<br><br>Use hands and feet to make simple prints, using primary colours.<br>Taught during curriculum enrichment | Understand watercolour is a media which uses water and pigment. Exploring Watercolour<br><br>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour<br><br>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour<br><br>Paint without a fixed image of what you are painting in mind. Exploring Watercolour<br><br>Respond to your painting and try to "imagine" an image within. Exploring Watercolour<br><br>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour | Understand collage is the art of using elements of paper to make images.<br>Taught during curriculum enrichment.<br><br>Collage with papers exploring colour, shape and composition.<br>Taught during curriculum enrichment. | Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making<br><br>Understand the meaning of "Design through Making". Playful Making<br><br>Use a combination of two or more materials to make sculpture. Playful Making<br><br>Use construction methods to build. Playful Making<br><br>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making | 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.<br><br>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.<br><br>All Pathways for Year 1<br><br>Reflect upon the artists' work, and share your response verbally ("I liked…").<br><br>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well").<br><br>Some children may feel able to share their response about classmates work.<br><br>All Pathways for Year 1 |

| **Year 2** | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | **Underlined = knowledge and skills taught through AA Drawing Exercises during D&T half term and other areas of curriculum enrichment (e.g. artist study at the start of the academic year, Christmas card design etc)** | |
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| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Collage** | **Making/ Sculpture** | **Exploration and Evaluation** |
| Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw<br><br>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw<br><br>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw<br><br>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<br>AA Drawing exercises.<br>https://www.accessart.org.uk/drawing-for-dt-half-term/<br>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw, Music & Art, Explore Through Monoprint<br><br>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art<br><br>Make drawings inspired by sound. Music & Art | Continue to build understanding that sketchbooks are places for personal experimentation.<br><br>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2<br><br>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw<br><br>Decorate a bought sketchbook. Explore & Draw<br><br>Work in sketchbooks to:<br><br>Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Music & Art<br><br>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint<br>AA Drawing exercises.<br>https://www.accessart.org.uk/drawing-for-dt-half-term/<br><br>Explore colour and colour mixing. Taught during curriculum enrichment.<br><br>Explore colour and colour mixing. Expressive Painting Music & Art<br><br>Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art | Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint<br><br>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint | Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Taught during curriculum enrichment<br><br>Understand that primary colours can be mixed together to make secondary colours. Music & Art<br>Taught during curriculum enrichment. | Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw<br><br>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw<br><br>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art | Understand when we make sculpture by adding materials it is called Construction. Music & Art<br><br>Use Design through Making philosophy to playfully construct towards a loose brief. Music & Art<br><br>Transform found objects into models, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Music & Art | Understand artists take their inspiration from around them, collecting and transforming.<br><br>Understand that in art we can experiment and discover things for ourselves.<br><br>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.<br><br>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<br><br>Reflect upon the artists' work, and share your response verbally ("I liked…").<br><br>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well").<br><br>Talk about intention. |

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| | | | | | | Share responses to classmates work, appreciating similarities and differences.<br><br>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 |

| Year 3 | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | **Underlined = knowledge and skills taught through AA Drawing Exercises during D&T half term and other areas of curriculum enrichment (e.g. artist study at the start of the academic year, Christmas card design etc)** | |
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| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Collage** | **Making/Sculpture** | **Exploration and Evaluation** |
| Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal<br><br>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal<br><br>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal<br><br>Understand that animators make drawings that move.<br><br>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal<br><br>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal<br><br>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal | Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3<br><br>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3<br><br>Decorate a bought sketch book to personalise it and make Spaces and Places inside it. All Pathways for Year 3<br><br>Work in sketchbooks to:<br><br>Explore the qualities of charcoal. Gestural Drawing with Charcoal<br><br>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 Working with Shape & Colour Telling Stories<br><br>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories<br><br>Brainstorm animation ideas. Working with Shape & Colour | Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour<br><br>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour<br><br>Use mono print or screen print over collaged work to make a creative response to an original artwork.<br><br>Consider use of layers to develop meaning. Working with Shape & Colour | Understand that we can create imagery using natural pigments and light. Telling Stories<br><br>Understand the concept of still life and landscape painting. Taught during curriculum enrichment.<br><br>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories<br><br>Continue to develop colour mixing skills. Mix primary colours can be mixed together to make secondary colours of different hues. Taught during curriculum enrichment. | Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour<br><br>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour | Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories<br><br>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories<br><br>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories<br><br>An armature is an interior framework which support a sculpture. Telling Stories<br><br>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories<br><br>Make an armature to support the sculpture. Telling Stories | To understand that visual artists look to other artforms for inspiration.<br><br>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.<br><br>Understand artists often collaborate on projects, bringing different skills together.<br><br>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.<br><br>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<br><br>Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of…").<br><br>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.<br><br>Work collaboratively to present outcomes to others where appropriate. Present as a team.<br><br>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.<br><br>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 |

| Year 4 | Purple = Substantive Knowledge | Green = Implicit Knowledge / Skills | **Underlined = knowledge and skills taught through AA Drawing Exercises during D&T half term and other areas of curriculum enrichment (e.g. artist study at the start of the academic year, Christmas card design etc)** | |
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| **Drawing** | **Sketchbooks** | **Painting** | **Making/Sculpture** | **Exploration and Evaluation** |
| Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing<br><br>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.<br><br>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<br><br>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing<br><br>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Taught during curriculum enrichment.<br><br>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 | 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<br><br>Use sketchbooks to:<br><br>Practise drawing skills. Storytelling Through Drawing, Exploring Still Life Sculpture & Structure<br><br>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing, Exploring Still Life, Art of Display, Sculpture & Structure<br><br>Test and experiment with materials. Storytelling Through Drawing, Exploring Still Life, Sculpture & Structure<br><br>Brainstorm pattern, colour, line and shape. Exploring Still Life<br><br>Brainstorm and explore ideas relating to performance art. Art of Display<br><br>Reflect. Storytelling Through Drawing, Exploring Still Life, Art of Display, Sculpture & Structure | Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life<br><br>That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Exploring Still Life<br><br>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<br><br>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<br><br>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<br><br>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Taught during curriculum enrichment. | Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display<br><br>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display<br><br>To understand that sometimes people themselves can be the object, as in performance art. Art of Display<br><br>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Sculpture & Structure<br><br>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. Art of Display<br><br>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. Art of Display<br><br>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display<br><br>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure | 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.<br><br>Understand artists often collaborate on projects, bringing different skills together.<br><br>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.<br><br>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<br><br>Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…").<br><br>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.<br><br>Work collaboratively to present outcomes to others where appropriate. Present as a team.<br><br>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.<br><br>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 |

| Year 5 | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | **Underlined = knowledge and skills taught through AA Drawing Exercises during D&T half term and other areas of curriculum enrichment (e.g. artist study at the start of the academic year, Christmas card design etc)** | |
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| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Making/Sculpture** | **Exploration and Evaluation** |
| Understand that designers create fonts and work with Typography. Typography & Maps<br><br>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<br><br>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<br><br>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps<br><br>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<br><br>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 | Use sketchbooks to:<br><br>Explore mark making. Typography & Maps Set Design<br><br>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes<br><br>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Set Design<br><br>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<br><br>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. Taught during curriculum enrichment. | Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes<br><br>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes | 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. Taught during curriculum enrichment.<br><br>See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes<br><br>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 will affect the end result. Think about colour (mix intuitively), composition and mark making. Think about light and dark, movement and energy. Taught during curriculum enrichment. | Understand that set designers can design/make sets for theatres or for animations. Set Design<br><br>Understand that designers often create scaled models to test and share ideas with others. Set Design<br><br>Understand that artists can help shape the world for the better. All Pathways for Year 5<br><br>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Set Design<br><br>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design<br><br>Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Set Design | Look at the work of designers, artists, animators, architects.<br><br>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.<br><br>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<br><br>Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…").<br><br>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.<br><br>Work collaboratively to present outcomes to others. Present as a team.<br><br>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.<br><br>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.<br><br>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5 |

| Year 6 | Purple = Substantive Knowledge | | Green = Implicit Knowledge / Skills | | **Underlined = knowledge and skills taught through AA Drawing Exercises during D&T half term and other areas of curriculum enrichment (e.g. artist study at the start of the academic year, Christmas card design etc)** |
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| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Making/Sculpture** | **Exploration and Evaluation** |
| Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings and enlarge them. 2D Scaling up.<br><br>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D Scaling up.<br><br>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D Scaling up.<br><br>Explore using negative and positive space to "see" and draw a simple element/object. 2D Scaling up.<br><br>Use the grid system to scale up the image above, transferring the image onto card. 2D Scaling up. | Use sketchbooks to:<br><br>Practise seeing negative and positive shapes. 2D Scaling up.<br><br>Using the grid method to scale up an image. 2D Scaling up.<br><br>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<br><br>Explore colour: make colours, collect colours, experiment with how colours work together. Prop making<br>Explore combinations and layering of media. Exploring Identity<br><br>Develop Mark Making 2D Scaling up. Exploring Identity<br><br>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D Scaling up. Exploring Identity | Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Taught during curriculum enrichment.<br><br>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Exploring Identity | Understand that there is a relationship between shape and pattern and 3d form and function.<br><br>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<br><br>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity | 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. Prop making<br><br>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity<br><br>Understand that artists and designers add colour, texture, meaning and richness to our life. Prop making Exploring Identity<br><br>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. Taught during curriculum enrichment.<br><br>Use the device of scaled model in respond to a brief or "challenge" Prop making<br><br>Use a variety of materials, including light and sound, to make a model of what you would build. Use colour in a brave and bold way. Prop making | Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.<br><br>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.<br><br>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<br><br>Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…").<br><br>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.<br><br>Work collaboratively to present outcomes to others where appropriate. Present as a team.<br><br>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.<br><br>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 |

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| Use collage to add tonal marks to the “flat image”. 2D Scaling up. | | | | | |