

Alderman's Green Art Curriculum 2023-2024



Sharing Visual Arts Inspiration



<https://www.accessart.org.uk/intro-progression-plan/>

<https://www.accessart.org.uk/introducing-accessart/>

National Curriculum Statements

The national curriculum for art and design aims to ensure that all pupils:
produce creative work, exploring their ideas and recording their experiences
become proficient in drawing, painting, sculpture and other art, craft and design techniques
evaluate and analyse creative works using the language of art, craft and design
know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS

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.

Expressive Arts and Design ELG:

Creating with Materials Children at the expected level of development will:

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage 1

Pupils should be taught:
to use a range of materials creatively to design and make products
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
to create sketch books to record their observations and use them to review and revisit ideas
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
about great artists, architects and designers in history.

Essential Artists AG (Covered in Curriculum) - alongside other artists which are part of Access Art Curriculum		
Pablo Picasso – Year 4	Vincent Van Gogh - EYFS & Year 4	Kimi Cantrell – Year 2
Jeff Koons – Year 2	Henri Matisse – Year 1	Romuald Hazoume - EYFS
Andy Warhol – Year 1	George Seurat – Year 6	Frieda Kahlo – Year 1
Paul Cezanne - EYFS	Gustav Klimt – Year 4	Heather Hanson – Year 3
Wassily Kandinsky - EYFS	Piet Mondrian – Year 2	Alma W. Thomas – Year 5
Antoni Gaudi – Year 6	David Hockney – Year 5	Lubaina Hamid – Year 6
Jackson Pollock – EYFS	Andy Goldsworthy - Year 2	Etel Adnan – Year 3
	William Morris - Year 3	Bradley Theodore – Year 6

EYFS to choose projects from here: <https://www.accessart.org.uk/eyfs-send-resources-skills-editable-document/> Look a progression of skills for some guidance

Vocabulary

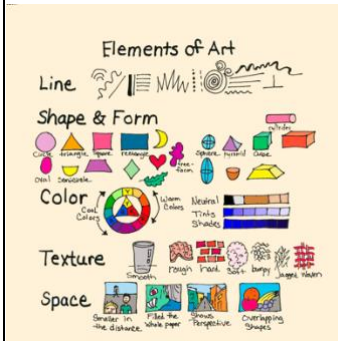
As we begin to develop our Art Vocabulary as a school it is important to make sure that you have checked that your students understand the basic vocabulary before building upon this. Every year group must therefore look at the previous year groups vocabulary and check that children understand colour, **pattern**, **texture**, **line**, **shape**, **form**, and **space**. All year groups are to begin with **Primary and Secondary colours**, **Texture**, **Pattern**. This can be woven into the first terms work and included as part of their introduction to art for the year. It is important that the children are given the opportunity to explore this language practically, such as mixing primary colours to make secondary colours. <http://make-it-your-own.com/rainy-day-fun-colour-exploration/>

It is then important to build upon this language and provide children with a rich vocabulary that allows them to explore and describe art. This language should be documented through use of Showbie and annotations in sketchbooks. Access Art promotes creativity through experience and exploration. When developing sketchbook behaviour, it focuses on **Taking in, Testing out and reflecting**. <https://www.accessart.org.uk/sketchbook-skills/> The process of art is an important part of the artwork and one that needs to be focused on in sketchbooks. It is important that teacher's model and teach children how to present their work in their sketchbooks.

KS1	Year 1/2	Year 3/4	Year 5	Year 6 (make sure have visited year 5 vocab)
<p>Look at</p> <p>Pattern - repeated lines, shapes, forms, or colours.</p> <p>Texture - what something feels or looks like.</p> <p>Line – is the path left by a moving point. Eg: pencil or paintbrush. A line can take many forms.</p> <p>Shape – an area enclosed by a line.</p> <p>Form- 3 dimensional and takes up space.</p>	<p>Check previous learning: pattern, texture, line, shape, form, and space.</p> <p>Primary colours- primary colours are red, yellow and blue.</p> <p>Secondary colours - Secondary colours are orange, green and purple. You mix 2 primary colours to make a secondary colour. Example: Yellow and blue make green.</p> <p>Texture- what something feels or looks like.</p>	<p>Check previous learning before moving on: Primary, Secondary, Texture, Pattern, horizon.</p> <p>Tone- the lightness or darkness of colours used. Artists use light and dark colour to express mood or emotion.</p> <p>Tints and Shades- Creating different shades of one colour from light to dark. Tint- If white is slowly added it makes a colour lighter. Shade- If black is slowly added it makes a colour darker.</p> <p>https://artlessonsforkids.me/2008/11/23/tints-and-shades/</p> <p>Complementary colours- colours that are opposite to each other on the</p>	<p>Check previous learning before moving on: Tone, Tints and Shades, Complementary colours, Focal Point.</p> <p>Tints and Shades- Creating different shades of one colour from light to dark. Tint- If white is gradually added it makes a colour lighter. Shade- If black is gradually added it makes a colour darker.</p> <p>Composition- the placement and positioning of objects in a piece of art. Artists can create different layouts of the same subject. Example: placement of objects in middle of the artwork or placement to the side of the piece of artwork.</p>	<p>Check previous learning before moving on: Tints and Shades, Composition, Background and foreground.</p> <p>Mixed media- art form that combines a variety of media in a single artwork.</p> <p>Mood- feeling created pictorially and through colour. What do you think the artist is trying to say through their artwork?</p> <p>Negative and positive space- positive space is the main object/ focus of the artwork. The negative space is the area surrounding the main object.</p>

Space – a feeling of depth. Space can be 2D, 3D, Positive or negative space.

To use this language within art lessons and choosing. This is to be documented through floor book and children should be encouraged to use this language to talk about their artwork and when exploring artists.



Pattern- repeated lines, shapes, forms, or colours.

Horizon- is a horizontal line that is in between the land and the sky.

colour wheel: Red and Green, yellow and purple, blue and orange.

Focal Point- is the place the eye naturally travels to in a work of art. This can be different for different people.

Year 4 to look at **Background and foreground** as part of access art project.

Background and foreground-

Background – when looking at artwork the part of the image that seems furthest away.

Foreground- when looking at artwork the part of the image that appears largest (objects that feel closer)

Mood- feeling created pictorially and through colour. What do you think the artist is trying to say through their artwork?



Scale- refers to the size of an object in relationship to another object.

Alderman's Green Primary School Art curriculum

Take one Picture resources for Autumn 1

<https://www.nationalgallery.org.uk/learning/take-one-picture/resources-for-take-one-picture-cpd-2022-23>

Extra Keynote to be shared in CPD

Early Years

Access Art EYFS PDF: https://www.accessart.org.uk/wp-content/uploads/2020/10/AccessArt-EYFSv2_compressed.pdf

<https://www.accessart.org.uk/eyfs-send-resources-skills-editable-document/>

<https://www.accessart.org.uk/tag/eyfs/>

New Art Curriculum: <https://www.accessart.org.uk/accessart-eyfs-exploring-art-in-early-years-settings/>

Year 1 – 6

Access Art Link to Full Primary Art curriculum: <https://www.accessart.org.uk/full-primary-art-curriculum/>

We have chosen to do select projects so that we can focus on the progression of skills in drawing, painting, printing, collage and sculpture. See links in year groups plan.

Access Art Medium Term Printable plans: <https://www.accessart.org.uk/accessart-primary-art-curriculum-medium-term-plans/>


You can print these to support you in planning the project that has been chosen for your yeargroup.

- Year Leads have logins and access to Art Curriculum
- Teach the chosen Artist for your term alongside following the termly Access Art curriculum. They link to your project.
- Teach Art Language linked to the theme of the half term. – vocabulary list and Widgit to support this language.
- Use the questions as a way of getting children excited about art.
- Please check before the next half term what resources you will need to order.
- Use the vocabulary section and extra Questions tool document and vocabulary widget cards to develop oracy within art.








Autumn 1	Autumn Term	Spring Term	Summer Term
Take One Picture Project	Focus skill:	Focus skills:	Focus skill:
(Deadline October half Term)	Drawing	Painting, Printing and Collage.	Sculpture

EYFS to choose projects from here: <https://www.accessart.org.uk/eyfs-send-resources-skills-editable-document/> Look a progression of skills for some guidance

Drawing Progression of Skills – Autumn Term On a range of surfaces, using a range of mediums e.g., pencil, crayon, chalk pastels, oil pastels, charcoal, ink. To explore and discuss an artist and their work. To look at a variety of paintings and ask questions. Purple = Substantive Knowledge Green = Implicit Knowledge / Skills www.accessart.org.uk					
EYFS	Year 1	Year 2/ 3	Year 4	Year 5	Year 6

<p>Explore a variety of mediums and ways of making marks (pencils, crayons, pastels, felt tips, charcoal, chalk, paper, paint)</p> <p>Explore the use of different types of line and mark making in 2d and 3d.</p> <p>See link for inspiration: https://cassiestephens.blogspot.com/2013/10/in-art-room-unit-on-line-for.html</p>	<p>Explore a variety of mediums and ways of making marks (pencils, crayons, pastels, felt tips, charcoal, chalk, paper, paint)</p> <p>To draw a self-portrait of themselves using shape and space. Making decisions on the amount of space they will use on the page. Looking at the shapes that make up their face.</p> <p>Develop their use of different mediums and exploring the different textures this creates.</p>	<p>Explore the patterns and textures of a variety of mediums make.</p> <p>To use pencil and charcoal to create lines, marks and develop tone.</p> <p>Year 2</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <u>Explore & Draw</u></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <u>Explore & Draw</u></p>	<p>Create still life drawings developing their understanding of size, texture, and shape.</p> <p>To use different mediums and grades of pencil to develop tone and begin to explore the third dimension of objects.</p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>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> <p>Explore using a variety of mediums – pencil, charcoal, pastel. And to learn about the different textures they can create using these mediums.</p>	<p>Independently create drawings which focus on the skills of composition, scale and proportion.</p> <p>Use view finders to develop observation skills.</p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>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> <p>Explore using a variety of mediums – pencil, charcoal, pastel. And to learn about the different textures they can create using these mediums.</p> <p>Draw toys, using a pencil and developing, understanding of size, texture and shape.</p> <p>Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p>	<p>To use the grid method and explore the scale of an image. To work on a piece for a sustained period and develop their own style of drawing.</p> <p>To create a mixed media piece with a variety of tones.</p> <p>To explore creating a composition and show an understanding of negative and positive space within their drawings.</p> <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>
	<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.</p>	<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect – linked to Animal habitats (Topic)</p>	<p>Draw toys, using a pencil and developing, understanding of size, texture and shape.</p> <p>Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p>	<p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental</p>	<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>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</p> <p>Year 3 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>	<p>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. To</p>	<p>drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. 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>Use collage to add tonal marks to the “flat image”. 2D to 2D</p>
		<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p>			

<p>Access Art Project and Artist EYFS</p> <p><u>Shells: Observational and Imaginative Drawing</u> https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/</p> <p><u>Collecting, Arranging, Drawing</u> https://www.accessart.org.uk/collecting-arranging-drawing/</p> <p><u>Still Life Compositions Inspired by Cezanne</u> https://www.accessart.org.uk/still-life-inspired-by-cezanne/</p> 	<p>Access Art Project and Artist Year 1</p> <p>https://www.accessart.org.uk/spirals/</p> <p>Frieda Kahlo Self Portraits inspired by artist https://www.youtube.com/watch?v=wztbh46iAV8</p> 	<p>Access Art Project and Artist Year 2 https://www.accessart.org.uk/explore-draw/</p> <p>Andy Goldsworthy Outdoor sculpture printing https://www.accessart.org.uk/simple-printmaking/</p>  <p>Access Art Project and Artist Year 3 Heather Hansen https://digitalsynopsis.com/design/dance-moves-art-charcoal-drawings-heather-hansen/ Mark Making and sound https://www.accessart.org.uk/mark-making-and-sound-part-one/ Charcoal</p>  <p>https://www.accessart.org.uk/gestural-drawing-with-charcoal/</p>	<p>Access Art Project and Artist Year 4 https://www.accessart.org.uk/still-life/</p> <p>Vincent Van Gogh Self Portraits (Pastels) and landscape (Paint) – year groups skills</p>  <p>https://www.tate.org.uk/kids/expl/ore/who-is/who-vincent-van-gogh</p>	<p>Access Art Project and Artist Year 5 https://www.accessart.org.uk/still-life/</p> <p><u>Note: Use a grid for scale</u> <u>Draw more than one object together for proportion.</u></p> <p>David Hockney Procreate/ digital art app https://www.tate.org.uk/kids/expl/ore/who-is/who-david-hockney</p> 	<p>Access Art Project and Artist Year 6 https://www.accessart.org.uk/2d-drawing-to-3d-making/</p> <p>Self Portraits – year groups skills (pastels, charcoal, pencil) BP Portrait Award Inspiration https://www.npg.org.uk/whatson/bp-portrait-award-2020/exhibition/</p> <p>George Seurat</p> 
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Painting Progression of Skills – Spring Term - On a range of surfaces, using a variety of mediums

To explore and discuss an artist and their work. To look at a variety of paintings and ask questions. To use a sketchbook to show the develop and process of a project.



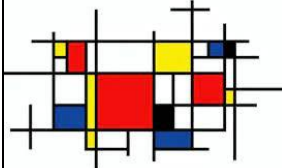





EYFS to choose projects from here: <https://www.accessart.org.uk/eyfs-send-resources-skills-editable-document/> Look a progression of skills for some guidance

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills www.accessart.org.uk

EYFS	Year 1	Year 2/3	Year 4	Year 5	Year 6
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<p>To make a variety of marks.</p> <p>To explore different colours and their names.</p> <p>Know the difference between warm and cool colours.</p> <p>To different mediums and tools to create texture.</p>	<p>Learn how to look after a paintbrush and the different ways in which a paintbrush can be used. (side, tip)</p> <p>Explore the different ways in which paint can be applied.</p> <p>To show that they can make controlled marks.</p> <p>To be introduced to the colour wheel and awareness of primary and secondary colours. Know the difference between warm and cool colours.</p> <p>To look at the way artists use colours in their paintings.</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>	<p>To be able to make secondary colours and use within their paintings.</p> <p>To make different tints and shades of colour.</p> <p>To show use of a variety of controlled marks.</p> <p>To explore different textures through the mediums they use alongside their paint. Eg: adding water, adding PVA or sand to thicken the paint.</p> <p>Year 2 and Year 3</p> <p>Understand that we can create imagery using natural pigments and light. Telling Stories</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 Music & Art</p> <p>Understand the concept of still life. Expressive Painting</p>	<p>To use knowledge of primary and secondary colours to mix their own colours.</p> <p>To make different tints and shades of colour. (adding black or white)</p> <p>To develop understanding of complimentary colours.</p> <p>To show they have thought about and use a variety of controlled marks.</p> <p>To explore different textures through the mediums they use alongside their paint. Eg: adding water, adding PVA or sand to thicken the paint.</p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>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> <p>Vanessa Gardiner https://www.accessart.org.uk/talking-points-vanessa-gardiner/ collages based on her using a variety of mixed media – Ipads used to create</p>	<p>To paint more independently.</p> <p>To show that as an artist they have thought about the composition, space and mood of their piece.</p> <p>To create their own shades and tones of light and darkness within their piece, using their knowledge of tone and the colour wheel.</p> <p>To use knowledge of primary and secondary colours to mix their own colours.</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.</p> <p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose,</p>	<p>To paint purposefully and confidently.</p> <p>To use knowledge of primary and secondary colours to mix their own colours.</p> <p>To be able to critically analyse their work and others.</p> <p>To show within their painting that they have considered the composition, use of space, mood, texture, colour, tone, and scale of their artwork.</p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism – World War 2 Used Ipads to create these collages and layer images</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism- World War 2 (Looking at posters and their influence)</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity</p>
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		<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>collages. Explore what you think is more effective? How does technology enhance art? David Hockney – Artwork https://www.thecollector.com/fascinating-ipad-drawings-by-david-hockney/</p>	<p>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>Develop skills of collage through creating mixed media collage of blood cells – linked to science project</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</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>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>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>	<p>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> <p>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>		

<p>See EYFS link for projects.</p> <p>Vincent Van Gogh</p> 	<p>Access Art Project and Artist Year 1</p> <p>https://www.accessart.org.uk/exploring-watercolour-pathway/</p> <p>Matisse https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse</p> 	<p>Access Art Project and Artist Year 2 and 3</p> <p>https://www.accessart.org.uk/expressive-painting/</p> <p>Year 2</p> <p>Marela Zacarías (access art artist)</p> <p>Piet Mondrian</p>  <p>Make a painting and make a 3D piece based on Marela.</p> <p>Year 3</p> <p>Etel Adnan Colour painting on material Tapestry</p>  <p>https://www.youtube.com/watch?v=d9SaAhidwL8</p> <p>Collage then turn into painting</p>	<p>Access Art Project and Artist Year 4</p> <p>Make a painting based on Vanessa Gardiner's collage work: https://www.accessart.org.uk/talking-points-vanessa-gardiner/</p>  <p>Pablo Picasso – landscapes</p> 	<p>Access Art Project and Artist Year 5</p> <p>https://www.accessart.org.uk/mixed-media-land-and-city-scapes/</p> <p>Alma W. Thomas Colour Collage and mixed media https://www.youtube.com/watch?v=He8kVx87MkA</p>  <p>https://www.youtube.com/watch?v=u6MhgUeH7CA</p>	<p>Access Art Project and Artist Year 6</p> <p>Local Artist: In Paint We Trust (City of culture)</p> <p>Mixed media https://coventry2021.co.uk/what-s-on/in-paint-we-trust/</p> <p>Bradley Theodore https://www.tate.org.uk/kids/explore/kids-view/meet-street-artist</p>  <p>https://www.youtube.com/watch?v=xqQ6MdExuNc Start from 2 mins 37 secs (Warning: the first part of the video before that time mentions him thinking about suicide)</p>
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Printing and Collage – Spring Term - Including rubbings, stencils, fruit/veg, lino print, mono-print



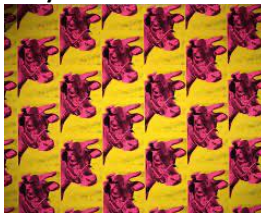





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Purple = Substantive Knowledge Green = Implicit Knowledge / Skills www.accessart.org.uk

End of KS1	Lower KS2	Upper KS2
<p>To explore print making through a variety of ways. (rubbings, objects, outdoor mark making and prints, playdough)</p> <p>To use fruits, vegetables and sticks to create own printing blocks.</p> <p>To create patterns and layers.</p>	<p>To create mono-prints (acetate, tin foil), stencils, lino- printing (polystyrene) and mixed media collage.</p> <p>To know the difference between mono-printing and lino- printing (reverse-printing). To begin to learn how to develop layers when printing by exploring a mixed media approach.</p> <p>To document the process of experimenting, designing a final piece.</p> <p>To be able to critically discuss theirs and others work.</p> <p>Year 2</p> <p>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</p>	<p>To create mono-prints (acetate, tin foil), stencils, lino- printing (polystyrene) and mixed media collage.</p> <p>To make independent decisions as to which materials are best to use, which kinds of marks and to explore the way in which artists convey a message through their artwork.</p> <p>To use 2 or more colours in their print.</p> <p>To print on a variety of materials to compare the difference.</p> <p>Year 5</p> <p>Understand that mono types are single monoprnts. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes – link To rainforest topic project</p>
<p>Year 1</p> <p>Understand prints are made by transferring an</p>	<p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprnts using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p>	<p>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</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Year 6</p>
<p>image from one surface to another. Simple Printmaking</p> <p>Understand relief prints are made</p>	<p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art</p>	<p>Linked to painting access art skills</p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism – World War 2</p> <p>Used Ipads to create these collages and layer images</p>

when we print from raised images (plates). Simple Printmaking	Year 3 Focussed on Collage	Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism- World War 2 (Looking at posters and their influence) 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. Activism Exploring Identity Develop skills of collage through creating mixed media collage of blood cells – linked to science project
Use hands and feet to make simple prints, using primary colours. Simple Printmaking Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour Looked at Etel Adnen and Matisse Year 4 https://www.accessart.org.uk/exploring-pattern/ Look at pattern. Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Art of Display Exploring Still Life Sculpture & Structure Festival Feasts Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts Brainstorm pattern, colour, line and shape. Exploring Pattern Exploring Still Life Festival Feasts	Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity

EYFS	Year 1	Year 2/3	Year 4	Year 5	Year 6
<p>See EYFS link for projects</p> <p>Jackson Pollock Create piece inspired by others Colour and Painting</p>  <p>https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock</p> <p>Wassily Kandinsky https://www.youtube.com/watch?v=SIWjR3otGvM</p>  <p>Colour Book: The Noisy Paintbox https://staugustinesprimary.org/blog/2019/10/reception-art-week/</p>	<p>https://www.accessart.org.uk/simple-printmaking/</p> <p>Andy Warhol</p> 	<p>Year 2 https://www.accessart.org.uk/exploring-the-world-through-mono-print/</p> <p>Georgina Bown Mono printing https://www.georgina-artist.co.uk/monoprints</p>  <p>Year 3 https://www.accessart.org.uk/working-with-shape-and-colour/</p> <p>Romare Beardon https://www.accessart.org.uk/talking-points-romare-bearden/</p> <p>William Morris Colour wheel Printing</p>  <p>https://www.twinkl.co.uk/resource/ch-sd-263-william-morris-artist-inspiration</p>	<p>https://www.accessart.org.uk/exploring-pattern/</p> <p>Shaheen Ahmed (access art artist)</p> <p>Gustav Klimt</p> 	<p>https://www.accessart.org.uk/making-monotypes/</p> <p>Kevork Mourad</p> 	<p>https://www.accessart.org.uk/activism/</p> <p>Luba Lukova</p>  <p>and others. Possible link to propaganda posters / end of year play</p>

Sculpture – Summer Term - Use playdough, clay, pipe cleaners, card, junk modelling, modelling wire, Modroc, polystyrene







To explore and discuss an artist and their work. To look at a variety of artwork and ask questions. To use a sketchbook to show the develop and process of a project.

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End of KS1	Lower KS2	Upper KS2
<p>To know that a sculpture is 3D art. They can be made by carving, modelling or adding materials together. To explore sculpture in our everyday world.</p> <p>To use a variety of materials such as playdough, card, junk modelling and clay.</p> <p>To be able to use an artist for inspiration.</p> <p>To be able to design, make and</p>	<p>To know that a sculpture is 3D art. They can be made by carving, modelling or adding materials together. To explore sculpture in our everyday world, such as architecture.</p> <p>To look a variety of sculpture artists.</p> <p>To learn how to handle clay and polystyrene and the different ways in which I can mould it using my hands and tools.</p> <p>To learn the skills of cutting, modelling, mark making, joining, scoring, and making slip.</p> <p>To be able to design, make, evaluate, and decorate my sculpture project.</p> <p>Vocabulary:</p> <p>Free-standing – Sculpture not attached or supported by any other structure. (figure)</p> <p>Relief sculpture – A technique where the sculpture is raised from but still attached to a surface. (Clay tile)</p> <p>To be able to critically think about what I could do better next time and what worked well.</p>	<p>To know that a sculpture is 3D art. They can be made by carving, modelling or adding materials together. To explore sculpture in our everyday world, such as architecture.</p> <p>To look a variety of sculpture artists and to think about how an artist displays their work.</p> <p>To use clay, modelling wire and Modroc.</p> <p>To make independent decisions as to which materials are best to use and which tools and techniques they need.</p> <p>To learn the skills of cutting, modelling, mark making, joining, scoring, and making slip.</p> <p>To add detail and texture to their sculpture using different tools.</p>

<p>evaluate my sculpture project.</p> <p>To be able to critically think about what I could do better next time and what worked well.</p>	<p>Year 2</p> <p>Year 2 Arts programme – Making Puppets (Taught by company and led by an artist)</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 Stick Transformation Project</p>	<p>To be able to design, make, evaluate, and decorate my sculpture project.</p> <p>To be able to critically think about what I could do better next time and what worked well.</p> <p>Year 5</p>
<p>To be able to add details to my piece through using a variety of tools to create texture and decoration.</p> <p>To learn which tools to use for different mediums and different ways in which I can make a sculpture.</p> <p>Year 1 Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Making Birds</p>	<p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Music & Art</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p> <p>Year 3</p> <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay, Modroc and modelling clay are soft materials which finally dry/set hard. Telling Stories</p>	<p>Ceramics</p> <p>https://www.accessart.org.uk/japan-ceramics-inspire-painting-and-painting-inspires-ceramics/</p> <p>understand how to design and make a pot using skills such as scoring.</p> <p>Recap year 3 skills</p> <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay, Modroc and modelling clay are soft materials which finally dry/set hard. Telling Stories</p>
	<p>Use Modroc/ air dry clay/ modelling clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p>	<p>Use Modroc/ air dry clay/ modelling clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p> <p>Year 6</p>

<p>Understand the meaning of “Design through Making” Playful Making Making Birds</p>	<p>Made clay Jars for Egyptians project.</p> <p>Year 4</p> <p>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</p> <p>To understand that sometimes people themselves can be the object, as in performance art. Art of Display</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.</p> <p>Art of Display</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 artists and designers add colour, texture, meaning and richness to our life. Brave Colour</p>
<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>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</p> <p>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</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.</p> <p>To combine modelling with construction using mixed media and painting to create sculpture.</p>	

EYFS	Year 1	Year 2/3	Year 4	Year 5	Year 6
<p>See EYFS link for projects</p> <p>Romuald Hazoume https://www.facebook.com/watch/?v=443917473381211</p> <p>Sculpture</p> 	<p>https://www.accessart.org.uk/playful-making/</p> <p>Ramesh Mario Nithiyendran</p> 	<p>Year 2</p> <p>Jeff Koons</p>  <p>https://www.accessart.org.uk/be-an-architect/</p> <p>Year 3</p> <p>https://www.accessart.org.uk/telling-stories-through-making/</p> <p>Look at Egyptian artists for canopic Jars.</p> <p>Plasticine, Modroc and clay</p>	<p>https://www.accessart.org.uk/the-art-of-display/</p> <p>Peter Peri – local Artist</p>  <p>(Art Award)</p>	<p>https://www.accessart.org.uk/japan-ceramics-inspire-painting-and-painting-inspires-ceramics/</p> <p>Usaka Koji</p> 	<p>https://www.accessart.org.uk/brave-colour/</p> <p>Mel Woo</p> <p>https://www.accessart.org.uk/contemporary-sculpture-mel-woo/</p> <p>Antoni Gaudi</p> 

Sketch Books/Purpose/Visual Literacy /Articulation - Access Art Progression

To document each art projects in the sketchbook using the method of **Taking in, Testing out and Reflecting**.

<https://www.accessart.org.uk/sketchbook-skills/>

Sketchbook and Art Guidance:

Vocabulary Page stuck on the inside of the cover for children to refer to.

Front Page which summarises the Key skills of the project. Work for that project will then be completed after this page. This page can be re-referred to so that children are clear on the skills and vocabulary they will be using in this project. Add a new front page when starting next project. Layout of pages will vary – CPD on this.

Artists Children need to be able to name the artists they have been learning about and their medium example: Jeff Koons – Sculpture Artist. They should be able to know some facts about this artist and their artwork.

Showbie to to be used to document **children's viewpoints on artists work, critiquing their own work and others work**; using key vocabulary and knowledge of skills. This must be done for every project. Early years to decide what is the best way of documenting this for their children example: floor book. **Adults to model** using Showbie and the way in which to comment and critique someone work. Use 1 positive comment and 1 thing to change at first. **Use Images of artists, artwork, and voice notes to document this.**

Use the vocabulary section and extra Questions tool document and vocabulary widget cards to develop oracy within art.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Floor books</p> <p>Begin to develop some of the year 1 skills.</p> <p>Include Vocabulary, key skills learn, process of project before final piece, vocabulary and children's verbal comments.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <p>Use sketchbooks to:</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each person's sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Work in sketchbooks to:</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each person's sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Work in sketchbooks to:</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> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>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 Cloth, Thread, Paint Animated Drawings Natural Materials</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings</p> <p>Brainstorm animation ideas. Working with Shape & Colour Animated Drawings Natural Materials</p> <p>Experiment with pigments created from the local environment. Natural Materials</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Mixed Media Landscapes Set Design Fashion Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion 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 Architecture: Big or Small Fashion 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>Experiment with colour mixing and pattern,</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? Activism Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour</p> <p>Explore combinations and layering of media. Activism Exploring Identity</p> <p>Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Brave Colour Take a Seat Shadow Puppets</p>
<p>Practice observational drawing</p> <p>Explore mark making</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</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>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Music & Art</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint</p> <p>Explore colour and colour mixing. Expressive Painting Music & Art</p> <p>Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art</p> <p>Understand artists take their inspiration from</p>	<p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>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 Cloth, Thread, Paint Animated Drawings Natural Materials</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings</p> <p>Brainstorm animation ideas. Working with Shape & Colour Animated Drawings Natural Materials</p> <p>Experiment with pigments created from the local environment. Natural Materials</p>	<p>Practise drawing skills. Storytelling Through Drawing</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>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 Cloth, Thread, Paint Animated Drawings Natural Materials</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings</p> <p>Brainstorm animation ideas. Working with Shape & Colour Animated Drawings Natural Materials</p> <p>Experiment with pigments created from the local environment. Natural Materials</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion 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 Architecture: Big or Small Fashion 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>Experiment with colour mixing and pattern,</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? Activism Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour</p> <p>Explore combinations and layering of media. Activism Exploring Identity</p> <p>Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Brave Colour Take a Seat Shadow Puppets</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> <p>All Pathways for Year 1</p>	<p>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>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>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>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the 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 3</p>	<p>Sculpture & Structure Festival Feasts</p> <p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the 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 4</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and 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> <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> <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</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> <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> <p>Share responses to classmates work,</p>
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	All Pathways for Year 1	<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>	<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>	<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>	<p>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>	<p>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>
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