



Bure Park Primary School

Art & Design

- Overview & Rationale
- Scheme of Work
- Progression of Skills & Year Group End Points



Early Years Foundation Stage

In EYFS, pupils have access to Expressive Arts and Design (EAD) provision daily, which are planned by class teachers through continuous provision, provision enhancements related to class themes/topics or specific, adult-led activities that focus on particular skills. Our EAD provision aims to:

- Build up confidence and enjoyment in the use of materials and tools.
- Foster a willingness and eagerness to explore a variety of equipment.
- Provide sensory experiences within art & design
- Acquire the skills and vocabulary to discuss work with peers and adults, and to discuss the work of others, including artists.
- Develop their fine motor skills and coordination

EYFS staff have access to the Access Art EYFS curriculum materials, which will be increasingly utilised in planning to develop pupils' awareness of seven areas of Art & Design exploration –

What Can We See?

How Can We Explore Colour?

How Can We Build Worlds?

How Can We Explore Materials & Marks?

How Can We Explore 3d Materials?

How Can We Use Our Bodies To Make Art?

How Can We Use Our Imaginations?



End points for EYFS



Through our EAD provision, all pupils will have:

What can we see?

- Taken part in guided “looking” and “spotting” activities to recognise shape, space and detail in the world around them
- Engaged with learning invitations to observational mark-making and drawing, e.g. simple still life



How can we explore colour?

- Had opportunities to explore colour mixing with paints, and other media.
- Experimented with layering different colours
- Developed language to recognise and describe basic colours



How can we build worlds?

- Used a range of materials to explore constructing and joining structures
- Worked both individually and collaboratively
- Explored this at a range of different scales



How can we explore materials & marks?

- Experienced and experimented with a wide range of mark-making invitations, including traditional artistic media & tools (crayon, chalk, pastel etc.) but also wider sensory experiences (e.g. sticks in sand, foams, printing with vegetables etc.)
- Combined different media to create their work, e.g. collage



How can we use our bodies to make art?

- Been exposed to, and engaged with, opportunities to mark-make and print with their own bodies
- Linked how movements (big and small) can result in mark-making, and how the quality of those movements effects the mark made (e.g. curved, jagged, smooth etc.)



How can we explore 3D materials?

- made a variety of sculpture and models using a wide range of malleable materials
- Explored how to join materials effectively and how to combine more than one media as part of a 3D sculpture



How can we use our imaginations?

- Engaged with open invitations to explore their own ideas for artwork (away from guided/modelled tasks)
- Had opportunities to display and celebrate their ideas, and describe them to others.



Key Stages 1 & 2

Art & Design is taught using the Access Art Primary Split Curriculum, which is designed to be taught as three units (“Learning Pathways”) across the school year (alternated with Design Technology units of work). We have moved to a system of blocking our foundation subjects as a school to provide pupils with the opportunity to delve deeper into units of study across a continuous time period rather than having to revisit/recap/restart on a weekly basis. Therefore, each class will take part in one 2 week “block” following an Access Art Learning Pathway in Autumn, Spring and Summer. Access Art also provide age specific Drawing Pathways which support pupils’ development of key skills during the times where an Art & Design pathway is not being taught. Teachers are encouraged to delve into these as appropriate to their pupils.

The Access Art curriculum ensures that pupils will have experienced a broad range of both artists and artistic traditions. Each year, pupils will experience a Learning Pathway from each of three main areas of study:

- Drawing & Sketchbooks
- Surface & Colour
- Working in Three Dimensions

Through these three broad areas of study, across pupils will experience and learn skills within drawing, painting, printing, collage, textiles, sculpture and digital media as they travel through the school.

Pupils also develop language and critical thinking skills to help them reflect upon their own work and the work of others, both peers and established artists, architects and craftspeople. We are developing use of the following framework to support this:

 <p>“What can you see?” Commenting on shapes, colours, media, etc</p>	 <p>“How did they do it?” What techniques can you see? Can you have a go yourself?</p>	 <p>“What does their art do to your heart?” What is the intention/ effect on audience?</p>	 <p>“Thinking about Linking” What does it remind me of? Whose work/shapes in nature/time period or artistic movement?</p>
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Focus year groups: EYFS, KS1, LKS2, UKS2

KS1, LKS2, UKS2

LKS2, UKS2

UKS2

AccessArt Split Curriculum			2024-2025
	Autumn Term	Spring Term	Summer Term
Year 1	<p><u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art.</p>	<p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>
Year 2	<p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p><u>Mono-printing:</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>	<p><u>Stick Transformation Project</u> Explore how you can transform a familiar object into new and fun forms.</p>
Year 3	<p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p><u>Working with Shape and Colour</u> “Painting with Scissors”: Collage and stencil in response to looking at artwork.</p>	<p><u>Telling Stories Through Drawing & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>
Year 4	<p><u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.</p>	<p><u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?</p>
Year 5	<p><u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p><u>Fashion Design</u> Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.</p>	<p><u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music</p>
Year 6	<p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome</p>	<p><u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p>	<p><u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.</p>

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals	n/a	Understand watercolour is a media which uses water and pigment. Exploring Watercolour Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour	Understand collage is the art of using elements of paper to make images. Making Birds Understand we can create our own papers with which to collage. Making Birds	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds Understand the meaning of "Design through Making" Making Birds	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. 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.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds	Use sketchbooks to: Develop experience of primary and secondary colours Spirals Exploring Watercolour Practice observational drawing Spirals Making Birds Explore mark making Spirals Exploring Watercolour Making Birds		Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour Paint without a fixed image of what you are painting in mind. Exploring Watercolour Respond to your painting, and try to "imagine" an image within. Exploring Watercolour Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour	Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	Use a combination of two or more materials to make sculpture. Making Birds Use construction methods to build. Making Birds Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds	All Pathways for Year 1 Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates work. All Pathways for Year 1



End points for Year 1

Pupils can:



Self-Portrait assessment

- use a mirror to observe their face carefully (guided)
- include key facial features
- show some awareness of line, shape and form



Surface & Colour

- Recognise, name and mix primary/secondary colours
- Explore using brush strokes in different ways
- Use watercolour paints with confidence, including development of basic layering techniques



Drawing & sketchbooks

- use a pencil, graphite, chalk and other mark making tools to explore drawing
- show emerging evidence of careful "looking" in observational drawing tasks and crit, e.g. shapes created, colours used etc.
- display developing independence in their sketchbook
- create simple pages about relevant artists (guided)
- state own preferences during crit



Working in 3D

- understand the term sculpture and explore some well-known sculptures/associated artists' work
- describe the relationship between drawings on paper (2d) and making (3d)
- Use a combination of two or more materials to make sculpture



K e y v o c a b u l a r y	<p>Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen, Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making, Colour, Pattern Sketchbook, Pages, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing Reflect, Discuss, Share, Think</p>	<p>Exploring Watercolour: Watercolour, Brush Wash, Wet on dry, Wet on wet Mark making Primary colours, secondary colours, Colour mixing, Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale Reflect, Share, Discuss</p>	<p>Making Birds: Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture, Explore, Discover Transform, fold, tear, crumple Collage, Sculpture, Structure, Balance Texture, Personality, Character, Installation, Flock, Collaboration Present, Reflect, Share, Discuss</p>
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Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw	Continue to build understanding that sketchbooks are places for personal experimentation.	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	n/a	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw	Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project	Understand artists take their inspiration from around them, collecting and transforming.
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw	Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2	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		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	Use Design through Making philosophy to playfully construct towards a loose brief Stick Transformation Project	Understand that in art we can experiment and discover things for ourselves.
Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw				Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about	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.
	Make a new sketchbook (Elastic Band of Hole Punch)					Understand we may all have different responses in terms of our thoughts and the things we make.

<p>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</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore Through Monoprint</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</p>	<p>OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Explore Through Monoprint</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint</p> <p>Make visual notes about artists studied. Explore & Draw Explore Through Monoprint</p>			<p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art</p>	<p>shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p>	<p>That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>
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 <h2 style="text-align: center;">End points for Year 2</h2> <p style="text-align: center;">Pupils can:</p>		<h3 style="color: green;">Surface & Colour</h3>
<h3 style="text-align: center;">Self-Portrait assessment</h3> <ul style="list-style-type: none"> ● use a mirror to observe their face carefully ● include all key facial features ● show increasing accuracy of line, shape and form – e.g. shape of eyes, nose etc. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> ● use mark making to create one off prints ● create an impression of a drawing using mono-printing techniques (e.g. use of pencil, carbon paper, oil pastel etc.) ● understand that using a range of marks will generate different effects when creating mono prints <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	

Drawing & sketchbooks

- display understanding that sketchbooks are places for personal experimentation and understand that the way each persons' sketchbook looks is unique to them
- use different media (sometimes combined in one drawing) to capture the nature of things they find – focus on natural materials
- demonstrate emerging hand-eye coordination through slow and paced looking, and use the things they find to draw from, using close observation
- comment on their own work and that of others during class crit



Working in 3D

- take a familiar object and use their imagination to think about what it might become
- use a variety of materials to transform my object thinking about form and colour
- cut materials with simple tools and fasten materials together to construct their sculpture



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Explore & Draw:

Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback

Explore the World Through Monoprint:

Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Mono Print, Mono Type, Carbon paper, Oil Pastel, Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover Present, Reflect, Discuss, Share, Feedback

Stick Transformation:

Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge/Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour	Understand that we can create imagery using natural pigments and light. Telling Stories	Understand that we can combine collage with other disciplines	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories	To understand that visual artists look to other artforms for inspiration.
Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal	Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3	Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories	such as drawing, printmaking and making. Working with Shape & Colour	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories	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.
Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3				That clay and Modroc are soft materials which finally dry/set hard. Telling Stories	Understand artists often collaborate on projects, bringing different skills together.
Understand that animators make drawings that move.	Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal			Cut shapes from paper (free hand) and use as elements	An armature is an interior framework which support a sculpture. Telling Stories	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal	Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories	Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour		with which to collage, combined with		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
Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal	Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings			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	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").
Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal	Brainstorm animation ideas. Working with Shape & Colour				Make an armature to support the sculpture. Telling Stories	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.
						Work collaboratively to present outcomes to others where appropriate. Present as a team.
						Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
						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



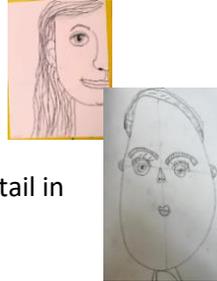
End points for Year 3

Pupil can:



Self-Portrait assessment

- use a mirror or photograph to observe their face carefully
- display a developing sense of proportion and position of features, and an understanding of facial symmetry
- begin to use a variety of pencil strokes and strengths
- include all facial features including increasingly evident detail in eyelashes, nostrils etc



Surface & Colour

- cut shapes directly into paper, using scissors, inspired by the artwork.
- collage with cut elements, choosing colour, shape and composition to make a creative response to artwork
- add to their collage, using line, colour and shape made by stencils
- explore negative and positive shapes



Drawing & sketchbooks

- can use the “Show Me What You See” technique to encourage looking closely, making drawings and notes using pencils and pens.
- use own sketchbook to explore response to chosen books/film etc, as well as the work of a range of artists, making visual notes, jotting down ideas and testing materials
- describe how artists use charcoal in their work, talking about the marks produced
- experiment with the types of marks made with charcoal, using hands as well as the charcoal, and their body as a drawing tool inspired by movement
- explain what Chiaroscuro is and how it can be used in their work
- use light and dark tonal values to create a sense of drama



Working in 3D

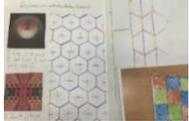
- make a sculpture using materials to model or construct which is inspired by a character in a book or film
- reflect and share how the way they made the sculpture helps capture their feelings about the original character
- look at the sculptures made by classmates and see ways in which they are different and similar to each other and to the original character.
- take photographs of my work thinking about focus, background and lighting



K e y V o c a b u l a r y	<p>Gestural Drawings with Charcoal:</p> <p>Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body</p> <p>Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p> <p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint</p> <p>Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting</p> <p>Present, Share, Reflect, Respond, Feedback</p>	<p>Working with Shape & Colour:</p> <p>“Show Me What You See”, Response, Sketch, Note, Line, Shape, Capture, Share</p> <p>Cut, Direct, Try, Explore, Test,</p> <p>Colour, Shape, Elements, Composition, Arrange</p> <p>Negative, Positive, Shape</p> <p>Photograph, Composition, Lighting, Focus,</p> <p>Present, Share, Reflect, Respond, Feedback</p>	<p>Telling Stories Through Drawing & Making:</p> <p>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response</p> <p>Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture</p> <p>Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality</p> <p>Present, Share, Reflect, Respond, Feedback,</p> <p>Photograph, Lighting, Composition, Focus, Intention,</p>
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Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. 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	n/a	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.	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.
Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern	Use sketchbooks to:		Sculpture & Structure	Understand artists often collaborate on projects, bringing different skills together.
Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern	Practise drawing skills. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure		Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern	Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure			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
	Test and experiment with materials. Storytelling Through Drawing Exploring			

<p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>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</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</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. Storytelling Through Drawing</p>	<p>Pattern Sculpture & Structure</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern</p> <p>Reflect. Storytelling Through Drawing Sculpture & Structure</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 photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p>
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 <h2 style="text-align: center;">End points for Year 4</h2> <p style="text-align: center;">Pupils can:</p> 	<h2 style="text-align: center; color: green;">Surface & Colour</h2> 
<h3 style="text-align: center;">Self-Portrait assessment</h3> <ul style="list-style-type: none"> ● use a mirror or photograph to observe their face carefully ● display a good sense of proportion/position of features, and facial symmetry ● use a variety of strokes and strengths of pencil or other mark making tools ● include evident detail in all facial features  	<ul style="list-style-type: none"> ● make a sensory drawing using a pencil, making marks on the page without having a predefined outcome ● explore the work of an artist who creates artwork inspired by pattern ● work in sketchbooks to explore how you can make drawings inspired by "rules" ● generate lots of different types of patterns ● make a tessellated design, thinking about colour and shape, and exploring positive and negative shapes ● explore the work of a surface pattern designer and make their own repeating pattern, exploring colour, shape and composition 

Drawing & sketchbooks

- understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook
- respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing thoughts
- use a sketchbook to generate ideas/respond to a piece of poetry or prose
- use line, shape, and colour using a variety of materials to test ideas
- consider composition, sequencing, mark making and some text in drawings
- create a finished piece which contains sequenced images to describe a narrative
- share their work with others, talking about their journey/outcome and listening/acting upon to their feedback



Working in 3D

- feel safe to take creative risks when they work and enjoy the feeling of experimenting with challenging materials
- use a variety of drawing materials to make experimental drawings based upon observation
- construct with a variety of materials to make a sculpture.
- appreciate the work of classmates and share my responses to their work, identifying similarities and differences in approach and outcomes
- take photographs of their work thinking about presentation, focus and lighting



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Storytelling Through Drawing:

Illustration, Inspiration, Interpretation, Original Source, Respond, Response
Graphic novel, Illustrator, Poetry, Prose, Stage, Arrange
Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,
Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Exploring Pattern:

Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves
Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment,
Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange
Fold, Origami, Design,
Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Sculpture, Structure, Inventiveness & Determination:

Personality Traits, Exploration, Inventive, Challenge, Character, Personality, Explore, Discover
Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition

Year 5	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk		
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation

<p>Understand that designers create fonts and work with Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Set Design Fashion Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Set Design 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 Fashion Design</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. Fashion Design</p>	<p>n/a</p>	<p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”). Fashion Design</p>	<p>Understand that set designers can design/make sets for theatres or for animations. Set Design</p> <p>Understand that designers often create scaled models to test and share ideas with others. Set Design</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Fashion Design</p>	<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>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). Set Design</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Set Design Fashion Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Set Design 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 Fashion Design</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. Fashion Design</p>	<p>n/a</p>	<p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”). Fashion Design</p>	<p>Understand that set designers can design/make sets for theatres or for animations. Set Design</p> <p>Understand that designers often create scaled models to test and share ideas with others. Set Design</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Fashion Design</p> <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Set Design</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design</p> <p>Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design</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 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>



End points for Year 5

Pupils can:



Self-Portrait assessment

- use a mirror or photograph to observe their face carefully
- display a good sense of proportion/position of features, and facial symmetry
- use a variety of strokes and strengths of pencil or other mark making tools
- include evident detail in facial features, resulting in a clear likeness as them as an individual



Surface & Colour

- talk about the work of contemporary fashion designers and explain how their interests and experiences feed into their work
- use sketchbooks to make visual notes to capture key ideas about how the designer's work
- listen to a design brief, and generate and test ideas, explore colour, line, shape, pattern in response to the brief
- understand how 2d shapes can become 3d form, and the relationship they have to our bodies
- share my designs/outcomes with classmates and articulate their journey
- take photographs of my work, thinking about presentation, lighting and focus



Drawing & sketchbooks

- use sketchbooks for referencing, collecting and testing ideas, and reflecting
- understand Typography as the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions
- explore and record how other artists work with typography, and share their response to their work
- create letters in a playful way using cutting and collage
- draw own letters using pen and pencil inspired by objects they have chosen and reflect upon why the letters have a meaning
- make drawings appear visually stronger by working over maps or newspaper
- use mark making, cutting and collage skills to create visual maps, using symbols, drawn elements and typography to express themes of importance to them
- share their work with the class and give useful to peers



Working in 3D

- explore how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music
- respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys their interpretation of the mood/narrative of the original stimulus
- use sketchbooks to brainstorm ideas, jot down thoughts, test materials, record and reflect
- share their process and outcome with classmates, articulating my ideas and methods, and listening to/acting upon feedback
- use their animation set as backdrop to an animation



K e y V o c a b u l a r y	<p>Typography & Maps: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Fashion: Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Set Design: Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p>
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Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<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</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 3D Activism</p> <p>Using the grid method to scale up an image. 2D to 2</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the</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</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</p>	<p>n/a</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Take a Seat</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Take a Seat</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Take a Seat</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality</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>we can use to help us see, draw and scale up our work. 2D to 2D</p>	<p>words in your head? Activism</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams.</p>		<p>and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat</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>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the "flat image". 2D to 2D</p>	<p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism B</p> <p>Explore combinations and layering of media. Activism</p> <p>Develop Mark Making Activism 2D to 2D</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Take a Seat</p>	<p>Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</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 6</p>

	<h2 style="text-align: center;">End points for Year 6</h2> <p style="text-align: center;">Pupils can:</p>		<h3 style="text-align: center; color: green;">Surface & Colour</h3> <ul style="list-style-type: none"> • see how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities • appreciate how classmates may have different things they care about, or share things we care about, but they are all valid • create visuals and text which communicate a message • use line, shape and colour to make artwork • build on knowledge of typography to make messages stand out • combine different techniques such as print, collage and drawing • reflect and articulate about their own artwork and artwork made by classmates
<h3>Self-Portrait assessment</h3> <ul style="list-style-type: none"> • use a mirror or photograph to observe their face carefully • display a good sense of proportion/position of features, and facial symmetry • use a variety of strokes and strengths of pencil or other mark making tools – own choice of media • include evident detail in facial features, resulting in a clear likeness as them as an individual <div style="display: flex; justify-content: space-around; align-items: center;">   </div>			 

Drawing & sketchbooks

- explore artists who use their drawing skills to make objects, and share responses to their work, thinking about their intention and outcome.
- record and reflect, collecting the ideas and approaches selected from other artists use
- use line, mark making, tonal values, colour, shape and composition to give interest to their work
- use negative space and the grid method
- transform drawings into three dimensional objects
- talk about their intention and outcome, and listen to responses/take feedback on board
- photograph three-dimensional work, thinking about presentation, lighting, focus and composition



Working in 3D

- explain the work of a craftsperson / designer and seen how they bring personality to their work
- understand how chair design has changed through the ages
- experiment with how making mini sculptures with lots of different materials
- use the Design Through Making technique to make a model of a chair which expresses an aspect of their personality
- show how their sketchbook exploration helped them work towards a final outcome, and evaluate this accordingly
- present and share their work to classmates, and thoughtfully respond to the presentation of others



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2D Drawing to 3D Making:

2D Drawing, 3D Object
Packaging, Negative space
Grid method, Scaling up
Net, Typography, Graphic Design
Collage, Structure, Balance
Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Activism:

Activism
Voice, Message, Community
Poster, Zine
Screenprinting
Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Take a Seat:

Chair Design, Designer, Craftsperson, Maker
3D Doodle, Design through Making,
Chair Design
Expression, Personality, Character,
Materials, Form, Function,
Present, Share, Reflect, Respond, Articulate,
Feedback, Crit, Similarities, Differences,