



Curriculum Overview Art

Year	Autumn			Spring			Summer		
Topic	Who am I? Let's Celebrate			Space New Life in Spring			People Who Help Us Land and Sea		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Expressive Arts and Design Physical Development	<p>EY Link – -Pretends that one object represents another, especially when objects have characteristics in common. -When holding crayons, chalks etc, makes connections between their movement and the marks they make.</p>	<p>EY Link – -Pretends that one object represents another, especially when objects have characteristics in common. -Develop manipulation and control e.g. tearing paper, making marks on paper.</p>	<p>EY Link – -Understanding of using lines to enclose a space and begins to use drawings to represent things. -Use a variety of construction materials in different ways. -Use tools for a purpose. -Uses available resources to create props or creates imaginary ones to support play. -Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p>	<p>EY Link – -Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects -Enjoys and responds to playing with colour in a variety of ways, for example combining colours -Shows increasing control in holding, using and manipulating a range of tools and objects</p>	<p>EY Link – -Continues to explore colour -Explore different materials and tools providing opportunities for children to grasp, hold and explore materials. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Show a preference for a dominant hand</p>	<p>EY Link – -Uses tools to explore and develop their thinking around their interests. -Begins to use combinations of art forms. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>EY Link – -Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. -Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools -Holds mark-making tools with thumb and all fingers</p>	<p>EY Link – -Continues to explore how colours can be changed. -Creates lines and circles pivoting from the shoulder and elbow. -Uses a comfortable grip with good control when holding pens and pencils.</p>	<p>EY Link – -Create collaboratively, sharing ideas, resources and skills. -Handles tools, objects, construction and malleable materials safely and with increasing control and intention -Begins to use anticlockwise movement and retrace vertical lines -Begins to form recognisable letters independently</p>
	<p>Autumn 1: Focus - self portraits, shape printing.</p> <p>Autumn 2: Focus – Firework art, exploring Autumnal colours. Shape art. Christmas cards.</p>			<p>Spring 1: Focus - paint techniques, marbling/flicking starry backgrounds. Junk model rockets/space transport.</p> <p>Spring 2: Focus - Colour mixing, Spring art Experimenting with different textures</p>			<p>Summer 1: Focus - Job tool kit. Constructing models of our jobs</p> <p>Summer 2: Focus -Environmental land art . Plan and evaluate- consolidation. Mondrian- roads and straight lines</p>		
Theme	Drawing and Sketchbooks			Surface and Colour			Working in Three Dimensions		
1	<p>NC ref:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space 			<p>NC ref:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space 			<p>NC ref:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space 		

	<ul style="list-style-type: none"> Talk 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 <p>Focus: <i>Spirals</i></p> <p>Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Make a simple elastic band sketchbook. Practice observational drawing Explore mark making. Use colour water soluble pens. 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. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). <p>Focus Artists: Kadinsky, The Circle Project by Molly Haslund Enhancement: The Overdale Spiral Project Key Vocabulary: Drawing, Pattern, Movement, Soft B pencil, Pastels, Chalk, Paper, Sketchbook, Spirals, Lines, Reflect, Share, Discuss</p>	<ul style="list-style-type: none"> Talk 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 <p>Focus: <i>Exploring Watercolour</i></p> <p>Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> 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. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Explore the work Paul Klee and Emma Burleigh. Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to "imagine" an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. 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. <p>Focus Artists: Paul Klee, Emma Burleigh Enhancement: Key Vocabulary: Exploration, Watercolour, Paint, Painting, Lines, Shapes, Brush, Wash, Reflect, Share, Discuss, primary colours, secondary colours</p>	<ul style="list-style-type: none"> Talk 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 <p>Focus: <i>Making Birds</i></p> <p>Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. 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. Practice observational drawing. Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Understand collage is the art of using elements of paper to make images. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making". Use a combination of two or more materials to make sculpture. Use construction methods to build. Reflect upon the artists' work and share your response verbally. Present your own artwork, reflect and share verbally. <p>Focus Artists: Hoang Tien Quyet, Dusciana Bravura Enhancement: Observational Drawings of birds at The Dell Key Vocabulary: Hoang Tien Quyet, Dusciana Bravura</p>
2	<p>NC ref:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing 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 To look at the work of a range of artists, describing the differences and similarities and making links to their own work. <p>Focus: <i>Explore and Draw</i></p> <p>Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand artists take their inspiration from around them, collecting and transforming. Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using soft pencil. Feely drawing based on senses. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Observational drawing. 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"). <p>Focus Artists: Van Gogh, Andy Goldsworthy Enhancement: Visit Cayton Bay/ The Dell to collect natural objects Key Vocabulary: Collect, Arrange, Photograph, Seasonal changes, Patterns, Symmetry, Water colours, Line, Tone, Mark Making, Sense of touch, Reflect, Present, Share, Discuss, Feedback</p>	<p>NC ref</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing 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 To look at the work of a range of artists, describing the differences and similarities and making links to their own work. <p>Focus: <i>Expressive Painting</i></p> <p>Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand artists take their inspiration from around them, collecting and transforming. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand that some painters (Van Gogh, Cezanne) use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Make homemade tools. Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. And 5. Understand the concept of still life. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Same as above but abstract line drawing. Paint with homemade tools. 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"). Share responses to classmates' work, appreciating similarities and differences. <p>Focus Artists: Marela Zacarias, Charlie French, Van Gogh, Cezanne Enhancement Key Vocabulary: Painting, Sketchbooks, paper, mark making, colour, line, still life, Reflect, Present, Share, Discuss, Feedback</p>	<p>NC ref:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing 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 To look at the work of a range of artists, describing the differences and similarities and making links to their own work. <p>Focus: <i>Be an Architect</i></p> <p>Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using soft pencil. Explore the work of Hundertwasser. Look at the work of an architect and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Use Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure 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"). Share responses to classmates' work, appreciating similarities and differences. <p>Focus Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios Enhancement Key Vocabulary: Model, maker, 3d, design, Reflect, Present, Share, Discuss, Feedback, architect, structure, balance</p>
3	<p>NC ref:</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. 	<p>NC ref:</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. 	<p>NC ref:</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history.

	<p>Focus: <i>Gestural Drawing with Charcoal</i> Knowledge and skills to be developed:</p> <ol style="list-style-type: none"> Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. 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. Laura McKendry work contrasted with Edgar Degas. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance). Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...") <p>Focus Artists: Laura McKendry, Edgar Degas Enhancement: Visit from a dance/ drama artist Key Vocabulary: Charcoal, Mark Making, Dark, Light, Shade, Handprints, Tools, Lighting, Shadow, Present, Share, Reflect, Respond, Feedback, silhouette, atmosphere</p>	<p>Focus: <i>Working with Shape and Colour</i> Key Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Explore an artwork to focus on exploration -Egyptian Painting -Bayeux Tapestry -Google arts and culture 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. Explore and introduce painting with scissors focusing on Henri Matisse cut outs and Romare Bearden. Use the Drawing by scissors resource to see how to explore a historic painting through printing. Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. 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. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. <p>Focus Artists: Henri Matisse, Romare Bearden Enhancement: Key Vocabulary: Response, Sketch, Line, Capture, Cut, Try, Explore, Shape, negative, positive, Shape, Lighting, Focus, present, Share, Reflect, Respond, Feedback</p>	<p>Focus: <i>Telling Stories through Drawing and Making</i> Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand that many makers (Quentin Blake) use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Use Modroc, air-dry clay/plasticine to model characters inspired by literature. Consider form, texture, character, structure. Use paint, mixing colours, to complete the sculpture inspired by literature. Make an armature to support the sculpture. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. <p>Focus Artists: Quentin Blake Enhancement: Key Vocabulary: Sketchbooks, Brainstorm, Explore, Experiment, Moulding, Shape, Layer, Cover, Modroc, Air-Dry Clay, Model Present, Share, Reflect, Respond, Feedback</p>
4	<p>NC ref:</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>Story Telling Through Drawing</i> Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand that artists (Laura Carlin and Shaun Tan) and illustrators interpret narrative texts and create sequenced drawings. Make visual notes to record ideas and processes discovered through looking at other artists. Create owned narratives by arranging toys in staged scenes, using these as subject matters to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Practise drawing skills 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. 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>Focus Artists: Laura Carlin, Shaun Tan Enhancement: Share finished products/ stories with reception Key Vocabulary: Illustration, Inspiration, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Light, Shadow, Brush, Watercolour, Present, Share, Reflect, Respond, Feedback, Similarities, Differences</p>	<p>NC ref:</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>Exploring Patterns</i> Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand artists (Shaheen Ahmed) 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. Brainstorm pattern, colour, line and shape. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Continue with above 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. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. <p>Focus Artists: Shaheen Ahmed Enhancement: Key Vocabulary: Pattern, Folding, Playful, Mindful, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Decorative, , Explore, Experiment, Design, Colour, Surface Pattern, Repeating, , Collage, Arrange, Design, Present, Share, Reflect, Respond, Feedback, Similarities, Differences</p>	<p>NC ref:</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>The Art of Display</i> Knowledge and Skills to be Developed:</p> <ol style="list-style-type: none"> Understand that a plinth is a device for establishing the importance or context of a sculptural object. Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. To understand that sometimes people themselves can be the object, as in performance art (clay figurative sketches). 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 (mood boards). To construct sculptural self-portraits of Ancient Greeks on a plinth, using a variety of materials including fabric. To construct sculptural self-portraits of Ancient Greeks on a plinth, using a variety of materials including fabric. 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>Focus Artists: Antony Gormley, Yinka Shonibare, Thomas J Price Enhancement: Marine Drive Walk to identify plinths Start in town (dolphin statue --> round to the Victorian lady near North side) Key Vocabulary: Plinth, context, display, clay, character, reimagine, scale, performance, artist, position, art object Present, share, reflect, respond, feedback</p>
5	<p>NC ref:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 	<p>NC ref:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 	<p>NC ref:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>Typography and Maps</i></p> <p>Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand that designers create fonts and work with Typography. Play with Cut out Typography. Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. 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. Reflect upon the artists' work, and share your response verbally. Present your own artwork (journey and any final outcome), reflect and share verbally. Talk about intention. <p>Focus Artists: Louise Fili, Chris Kenny</p> <p>Enhancement</p> <p>Key Vocabulary: Typography, Lettering, Graphics, Design, Communicate, Symbols, Feedback, Similarities, Differences,</p>	<ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>Fashion Design</i></p> <p>Key Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Explore ideas relating to design, in sketchbooks, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. 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. Option to work in 3d to devise fashion constructed from patterned papers 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. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. <p>Focus Artists: Alice Fox, Rahul Mishra, Tatyana Antoun</p> <p>Enhancement: Visit from Fay Naylor and/or David Nicholson – local costume designer for Curious Theme Factory</p> <p>Key Vocabulary: Historical, Fashion Design, Designers, Colour, Texture, Shape, Material, Wearable, Pattern Cutting, Feedback, Similarities, Differences,</p>	<ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>Architecture: Dream Big or Small</i></p> <p>Key Knowledge and Skills to be Developed:</p> <ol style="list-style-type: none"> Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Understand the processes, intentions and outcomes of different artists using visual notes in a sketchbook to help consolidate and own the learning. Make visual notes to capture, consolidate and reflect upon the artists studied. Use Drawing to understand the form and structures architects might use. Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? Work collaboratively to present outcomes to others where appropriate. Present as a team. <p>Focus Artists: Shoreditch Sketcher</p> <p>Enhancement: Visit around Scarborough to look at architectural features of different building e.g Edwardian, Victorian</p> <p>Key Vocabulary: Architect, environmental, Tiny House, Form, Materials, Interior, Exterior, Context, Location, Design through Making, model, reflect, respond, feedback, similarities, differences,</p>
6	<p>NC ref:</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>2D Drawing to 3D Making</i></p> <p>Key Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand that graphic designers use typography and image to create packaging which we aspire to use. Make visual notes to capture, consolidate and reflect upon the artists studied (about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks) Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that designers create fonts and work with Typography. Use collage to add tonal marks to the "flat image". Practise seeing negative and positive shapes Transform my drawing into a three-dimensional object. Present your own artwork (journey and any outcome), reflect and share verbally Talking about intention. <p>Focus Artist: Claire Harrup</p> <p>Enhancement</p> <p>Key Vocabulary: 2D Drawing, 3D Object, Packaging, Net, Typography, Present, Share, Feedback, Similarities, Differences, graphic design, structure, scaling up</p>	<p>NC ref</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>Activism</i></p> <p>Key Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> 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. 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? 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 us. Make visual notes to capture, consolidate and reflect upon the artists studied. Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Explore combinations and layering of media. Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art. Present your own artwork (journey and any outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might. I was inspired by..."). Reflect on artists' work verbally. <p>Focus Artist: Luba Lukova, Faith Ringgold, Shepard Fairley</p> <p>Enhancement:</p> <p>Key Vocabulary: Voice, Message, Community, Poster, Screen-printing, Present, Share, Feedback, Similarities, Differences, Activism, Reflect, Respond, Articulate,</p>	<p>NC ref</p> <ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. <p>Focus: <i>Shadow Puppets</i></p> <p>Key Knowledge and Skills to be developed:</p> <ol style="list-style-type: none"> Understand that artists use paper creatively to make their artwork learn about shadow puppets are historically significant. understand that paper can be cut and shaped in ways to create form and character. To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. (storyboarding and making) To combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. To work collaboratively to perform a simple show sharing a narrative which has meaning Gallery - Present your own artwork (journey and any 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>Focus Artist: Lotte Reiniger, Henri Matisse</p> <p>Enhancement: Theatre Visit</p> <p>Key Vocabulary: Paper cutting, Cut Outs, Shadow puppets, Character, Present, Share, Feedback, Similarities, Differences,</p>

