

**LEARNING  
WITHOUT LIMITS**



**Successful learners  
Confident individuals  
Responsible Citizens**

Ladybrook Primary School

# Art and Design



# Our school intention for Art and Design

## Ambitious Curriculum

*'Every child is an artist.'*  
**Pablo Picasso**



Our children will...

- See themselves as artists who can use drawing and painting skills and techniques that have been specifically taught.
- Learn about types (eg sculpture, textiles, printing and 3D) and elements of art (eg line, pattern, texture) they practise through rich and varied provision; about historical and contemporary artists from around the world and the impact they have had on people's lives;
- Work with artists, visit galleries and museums;
- Be able to articulate an opinion about art and design and make links between disciplines through the connections explicitly made.
- By the end of Key Stage two be able to complete projects in which they apply skills, knowledge and understanding gained during their primary years, having been prepared very well for the next stage of learning.



# How have we constructed and renewed the curriculum for Art and Design?

- **Brief summary of the story so far:** Meg Fabian schemes for Drawing and Painting adopted over 15 years ago - following staff feedback regarding training needs Textiles / Printing progression- influenced by artist: Pat Southern ; 3D/Clay led by subject leader (personal passion) + Influence of kiln on premises. Sketch books are well established from Year1-6. Children take these through school and can see their own skill development grow.
- **Subject leader Training:** Subject leader most recently led training / attending Stockport Art Network
- **Staff Training:** Subject leader has led training for staff. Access Art offers on line CPD
- **Use of outside Expertise:** AccessArt - We most recently adopted the full curriculum from Access Art, including 2 pathways our subject leader created to compliment the strong Art teaching already in place.



# What policy decisions have we made about Art and Design?

- **Art is recognised as a discrete discipline.**
- **Teaching and Learning must engage through ass AFL;**
- **Vocabulary is a priority within our curriculum design –**
  - must be taught explicitly and assessed ongoing
- **Investment in high quality resourcing throughout –**
  - significant budget each year
- **Opportunities to experience field trips beyond the school**
  - children going to museums and art galleries





# What does our Progression for Art and Design look like? Why?



Art and Design is like no other subject; progression needs to be regarded in a different way.

Children have repeated exposure to different aspects of the curriculum and may excel in one area more than in another.

Our starting point in Nursery and Reception is to introduce relevant EYFS Framework objectives from Physical Development and Expressive Arts

Art & Design Skills Progression		
	Nursery	Reception
Physical Development	<ul style="list-style-type: none"><li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>Choose the right resources to carry out their own plan.</li><li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>Use a comfortable grip with good control when holding pens and pencils.</li></ul>	<ul style="list-style-type: none"><li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>Develop overall body-strength, balance, coordination and agility.</li><li><b>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></li><li><b>ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</b></li><li><b>ELG: Begin to show accuracy and care when drawing</b></li></ul>
Expressive Arts and Design	<ul style="list-style-type: none"><li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>Develop their own ideas and then decide which materials to use to express them.</li><li>Join different materials and explore different textures.</li><li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>Use drawing to represent ideas like movement or loud noises.</li><li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li><li>Explore <u>colour</u> and <u>colour</u> mixing</li></ul>	<ul style="list-style-type: none"><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li><li><b>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with <u>colour</u>, design, texture, form and function.</b></li><li><b>ELG: Share their creations, explaining the process they have used</b></li></ul>





# What does our Progression for Art and Design look like? Why?

Ladybrook Art and Design Pathways – Years 1-6

Nursery and Reception pick and choose elements or whole pathways depending upon the children's interests

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	SPIRALS	SIMPLE PRINTMAKING	PLAYFUL MAKING 3D	EXPLORING WATERCOLOUR	STICK TRANSFORMATION PROJECT	INSPIRED BY FLORA & FAUNA
Year 2	EXPLORE & DRAW	BE AN ARCHITECT	EXPLORING THE WORLD THROUGH MONOPRINT	PENGUIN PARADE IN 3D	EXPRESSIVE PAINTING	MUSIC AND ART
Year 3	GESTURAL DRAWING WITH CHARCOAL	WORKING WITH SHAPE AND COLOUR	TELLING STORIES THROUGH DRAWING A MANKIN	CLOTH, THREAD, PAINT	MAKING ANIMATED DRAWINGS	USING MATERIALS TO MAKE IMAGES
Year 4	STORYTELLING THROUGH DRAWING	EXPLORING PATTERN	THE MANKIN	EXPLORING STILL LIFE	SCULPTURE, STRUCTURE, INVENTIVENESS & DETERMINATION	FESTIVAL FEASTS
Year 5	EXPLORING FORM THROUGH DRAWING	SET DESIGN (ONCE ELEMENTS FROM ADDITIONAL PRIMARY: EXPLORE COAL MINING)	3D MEDIA AND CITY SCAPES	MAKING MONOTYPES	ARCHITECTURE DREAM BIG OR SMALL	FASHION DESIGN
Year 6	2D DRAWING 3D MAKING		POLYCHROME ON CLAY	SCULPTURE THROUGH MAKING A MOBILE	ACTIVISM	BRAVE COLOUR

Access VET	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<b>Flora &amp; Fauna</b> Drawing, Sketchbooks, Collage, Painting	<b>Music &amp; Art</b> Drawing, Sketchbooks, Painting, Collage, Making	<b>Using Natural Materials to Make Images</b> Drawing, Sketchbooks, Making, Painting	<b>Festival Feasts</b> Drawing, Making, Painting, Sketchbooks	<b>Fashion Design</b> Fashion, Drawing, Making, Sketchbooks	<b>Polychrome on clay</b> Making, Drawing, Sketchbooks	
<b>Collaboration &amp; Community</b>	Pupils become familiar with the work of artists who are inspired by flora and fauna. Pupils think about and articulate what they think about the work in discussion and in sketchbooks. Pupils have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour. Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks. Pupils develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings. Pupils demonstrate an ability to explore with new materials (oil pastel and chunky graphite), and will adapt to the new materials by working in large scale. Pupils spend time practising cutting and collage skills to explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion. Pupils display the work they have created in sketchbooks and on paper, and demonstrate an ability to reflect on what they like and what they would like to try again through peer discussion. <i>Eric Carle, Pierre-Joseph Redouté, Jan Van Kassel, &amp; Lucimie Redouté de</i>	Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. Pupils will demonstrate that they are developing the skills to process chunks of information visually and verbally. Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response to 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks. Pupils will share their thoughts in a class discussion. Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to 'projection mapping'. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to	Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks. Pupils will take inspiration from an artist. They will become familiar with a new process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anthology. They will forage from school grounds or their local environment to find the materials to make the artwork. Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. <i>Frances Hatch, Anna Atkins</i>	Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials. Pupils will explore their favourite foods through sculpture. Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation. Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form.	Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks. Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief. Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together. Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work. Pupils will work in pairs or teams to document their work using cameras or iPads. <i>Alice Fox, Rahul Mishra, Pyer Moss, Tayana Antoun, Hormazd Narajwalla</i>	Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks. Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief. Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together. Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work. Pupils will work in pairs or teams to document their work using cameras or iPads. <i>Alice Fox, Rahul Mishra, Pyer Moss, Tayana Antoun, Hormazd Narajwalla</i>	Pupils will become familiar with the decorative art of the Mayan artists who worked with clay to create polychrome pottery. They will understand how clay can be cut and formed to create useful objects and artefacts linked to the everyday lives of the Mayans
		<b>Exploring Watercolour Painting, Sketchbooks</b> Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils will explore a variety of techniques: wash, wet on dry, wet on wet, and mark making. Pupils share their responses to the work of artists Paul Klee and Emma Burligh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own. Pupils work on a large scale to continue their exploration of the marks that can be made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils work in	<b>Expressive Painting</b> Painting, Sketchbooks Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists' work verbally and visually in sketchbooks and peer conversation. Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks. Pupils will explore the brushwork of two old masters. They will focus on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them. Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will	<b>Cloth, Thread, Paint</b> Painting, Textiles, Drawing, Sketchbooks Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work. Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing. Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating painting mix skills. They will use their sketchbooks as a tool	<b>Exploring Life</b> Drawing, Painting, Collage, Sketchbooks Pupils will become familiar with the term 'still life' and will respond to the work of still life artists by capturing elements of their own surroundings, focusing primarily on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour. Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16 <sup>th</sup> Century artists. They will record and reflect throughout their sketchbooks. Pupils will create their own still life artworks. Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage. Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process. Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition.	<b>Inspired by Land &amp; City Scapes</b> Painting, Drawing, Sketchbooks Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupils will respond to the work of artists through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work. Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They will make some pages long and thin and others fat and wide. Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover	<b>Exploring Identity</b> Painting, Digital, Drawing, Sketchbooks Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity. They will record their thoughts and observations in sketchbooks through visual note taking. Pupils will create a series of portraits drawings of their peers using a variety of drawing materials. They will work intuitively at varying lengths of time to record and draw. Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity. They will use sketchbooks throughout to help explore and focus, test and reflect.

Here we link the progressive disciplinary maps and the sequence plan



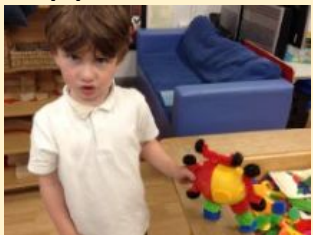
# • How have we sequenced learning from EYFS to Year 6? Why?



Our **clear sequence** for learning begins in Nursery and Reception where we have designed a rich early years' curriculum with a focus on exploring materials.

Children's interests lead the learning. We have also incorporated mini pathways for teachers to offer children in order to widen opportunities and use of resources.

**Vocabulary** is introduced, modelled and repeated through planned learning opportunities to embed its use



EYFS - Art and Design							
Name	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Marvellous Me	N - Once upon a time R - Let's Celebrate	Make it	Make it	Growing things	Growing things	
<b>Main stories Cycle 1</b>	3 little Pigs (T4W)  N - You choose book	N - Princess /stick stories R - Celebration/stick stories	Gingerbread man (T4W) N - Harry's home R - Martha Maps it out/The way back home (houses and journeys)	Harry and his bucket full of dinosaurs  1 week transport	Supertato/Superworm (NI) Nun-Jasper's Beanstalk 1 week - People who help us and Dental Nurse visit	What the ladybird heard (NI)  1 <sup>st</sup> week - All around the world	
<b>Main stories Cycle 2</b>	Goldilocks (T4W) N - You choose book	N - Princess /stick stories  R - Celebration/stick stories	The Runaway Pancake  N - Harry's home R - Martha Maps it out/The way back home (buildings and journeys)	Naughty Bus	Oliver's Vegetables/ The Enormous Turnip  1 week - People who help us and Dental Nurse visit	The Hungry Caterpillar/ farmer duck  1 <sup>st</sup> week - All around the world	
Art and Design Objectives and vocab	<b>Physical development</b> Use large-muscle movements to wave flags and streamers, paint and make marks.(3-4) Use one-handed tools and equipment, for example, making snips in paper with scissors. (3-4) Use a comfortable grip with good control when holding pens and pencils.(3-4)						
Nursery Reception	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.(REC)						
Ongoing throughout the year	Use a range of small tools, including scissors, paintbrushes and Begin to show accuracy and care when drawing. ELG						
	<b>Expressive Arts and Design</b> Explore different materials freely, to develop their ideas about how to Develop their own ideas and then decide which materials to use to e Join different materials and explore different textures. (3-4) Create closed shapes with continuous lines. and begin to use these						
	Key vocabulary	<ul style="list-style-type: none"> <li>squeeze, pinch, roll, weave, chalk, crayon, wax crayon, colour mixing, pastel, print, pattern, texture, join, detail, wavy, zigzag, straight line, primary, palette</li> </ul>					
	Main stories cycle 1 activities	<ul style="list-style-type: none"> <li>self portraits - <a href="https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/">https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/</a></li> <li>prop making for toys - <a href="https://www.accessart.org.uk/prop-making-for-toys/">https://www.accessart.org.uk/prop-making-for-toys/</a></li> <li>finding shapes - <a href="https://www.accessart.org.uk/finding-circles/">https://www.accessart.org.uk/finding-circles/</a></li> </ul>	<ul style="list-style-type: none"> <li>wax rubbings - <a href="https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/">https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/</a></li> <li>transforming objects - <a href="https://www.accessart.org.uk/transforming-objects/">https://www.accessart.org.uk/transforming-objects/</a></li> </ul>	<ul style="list-style-type: none"> <li>galaxy painting - <a href="https://www.accessart.org.uk/galaxy-painting/">https://www.accessart.org.uk/galaxy-painting/</a></li> <li>marbling - <a href="https://www.accessart.org.uk/marbling-sketchbook/">https://www.accessart.org.uk/marbling-sketchbook/</a></li> </ul>	<ul style="list-style-type: none"> <li>clay play - <a href="https://www.accessart.org.uk/how-to-clay-play/">https://www.accessart.org.uk/how-to-clay-play/</a></li> <li>wax scenes - <a href="https://www.accessart.org.uk/nursery-night-time-collage/">https://www.accessart.org.uk/nursery-night-time-collage/</a></li> </ul>	<ul style="list-style-type: none"> <li>veg heads - <a href="https://www.accessart.org.uk/fruit-and-veg-head/">https://www.accessart.org.uk/fruit-and-veg-head/</a></li> <li>hands feet flowers - <a href="https://www.accessart.org.uk/hands-feet-and-flowers/">https://www.accessart.org.uk/hands-feet-and-flowers/</a></li> </ul>	<ul style="list-style-type: none"> <li>bug hotels - <a href="https://www.accessart.org.uk/insect-hotels/">https://www.accessart.org.uk/insect-hotels/</a></li> <li>pebble paintings - <a href="https://www.accessart.org.uk/treasure-ed-fossils/">https://www.accessart.org.uk/treasure-ed-fossils/</a></li> </ul>
	Main stories cycle 2 activities	<ul style="list-style-type: none"> <li>self portraits</li> <li>prop making for toys - <a href="https://www.accessart.org.uk/how-to-clay-play/">https://www.accessart.org.uk/how-to-clay-play/</a></li> </ul>	<ul style="list-style-type: none"> <li>clay play - <a href="https://www.accessart.org.uk/how-to-clay-play/">https://www.accessart.org.uk/how-to-clay-play/</a></li> </ul>	<ul style="list-style-type: none"> <li>movement maps - <a href="https://www.accessart.org.uk/move/">https://www.accessart.org.uk/move/</a></li> </ul>	<ul style="list-style-type: none"> <li>landscapes - <a href="https://www.accessart.org.uk/imaginary-landscapes/">https://www.accessart.org.uk/imaginary-landscapes/</a></li> </ul>	<ul style="list-style-type: none"> <li>string roller - <a href="https://www.accessart.org.uk/repeat-pattern-printing-roller/">https://www.accessart.org.uk/repeat-pattern-printing-roller/</a></li> </ul>	<ul style="list-style-type: none"> <li>ducks - <a href="https://www.accessart.org.uk/burton-hathow-duck/">https://www.accessart.org.uk/burton-hathow-duck/</a></li> </ul>



# • How have we sequenced learning from EYFS to Year 6? Why?

Art and Design is taught as a discrete discipline supported through our year groups themes.

Our sequencing of learning for Art and Design has been designed by the team to follow 6 *pathways* per year group from Y1-6 linked to 5 essential aspects of art:

- Drawing and sketchbooks
- Print, Colour, collage
- Working in 3 dimensions
- Paint, Surface, texture
- Collaboration and Community

## Ladybrook Art and Design Pathways – Years 1-6

Nursery and Reception pick and choose elements or whole pathways depending upon the children's interests

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	SPIRALS	SIMPLE PRINTMAKING	PLAYFUL MAKING 3D	EXPLORING WATERCOLOUR	STICK TRANSFORMATION PROJECT	INSPIRED BY FLORA & FAUNA
Year 2	EXPLORE & DRAW	BE AN ARCHITECT	EXPLORING THE WORLD THROUGH MONOPRINT	PENGUIN PARADE IN 3D	EXPRESSIVE PAINTING	MUSIC AND ART
Year 3	GESTURAL DRAWING WITH CHARCOAL	WORKING WITH SHAPE AND COLOUR	TELLING STORIES THROUGH DRAWING AND MAKING	CLOTH, THREAD, PAINT	MAKING ANIMATED DRAWINGS	USING MATERIALS TO MAKE IMAGES
Year 4	STORYTELLING THROUGH DRAWING	EXPLORING PATTERN	THE ART OF DISPLAY	EXPLORING STILL LIFE	SCULPTURE, STRUCTURE, INVENTIVENESS & DETERMINATION	FESTIVAL FEASTS
Year 5	EXPLORING FORM THROUGH DRAWING	SET DESIGN (INCL ELEMENTS FROM ADDITIONAL PATHWAY: EXPLORING COAL MINING)	MIXED MEDIA LAND & CITY SCAPES	MAKING MONOTYPES	ARCHITECTURE: DREAM BIG OR SMALL	FASHION DESIGN
Year 6	2D DRAWING TO 3D MAKING	EXPLORING IDENTITY	POLYCHROME ON CLAY	SCULPTURE THROUGH MAKING A MOBILE	ACTIVISM	BRAVE COLOUR





# • How have we sequenced learning from EYFS to Year 6? Why?

Each pathway is clearly planned lesson by lesson with

- key concepts to be taught articulated
- Vocabulary to be taught listed
- Retrieval questions planned to elicit prior knowledge

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Spring Term Year 2 Penguin Parade from 2D to 3D			Topic: Making Birds		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.	
Enquiry Question: How can we transform materials (clay) into sculpture? How can we join clay to make features secure on our sculpture?						
Previous Learning: Nursery / Reception: Experience of manipulating clay, mark making in clay and placing objects into clay, noticing how clay dries out over time.						
Future Learning (KS2): <ul style="list-style-type: none"> <li>• Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other.</li> </ul>						
See Pathway below for relevant videos etc: <a href="https://drive.google.com/drive/folders/1m2K1uYv0Jg_Tn2JXBjNKuRX_U1XnDj3">https://drive.google.com/drive/folders/1m2K1uYv0Jg_Tn2JXBjNKuRX_U1XnDj3</a>						
Lesson 1: Drawing from images and film	How can I be inspired by images of birds?	To look carefully and slowly and respond to images and film by creating observational drawings.	<p><b>Sketchbook drawing</b> Find films of birds shown in close-up. <a href="https://youtu.be/snAvGoz7D04?feature=share">https://youtu.be/snAvGoz7D04?feature=share</a></p> <p>Pause the films at various points so that children can work in their sketchbooks to make drawings of birds.</p> <p>Encourage close and <u>slow looking</u> by talking as they draw – use your voice to attract their attention to features of the bird.</p> <p>Create momentum with the drawing by inviting pupils to make drawings of various timed lengths, before moving on to the next paused image/drawing.</p> <p>Experiment with a variety of media: soft B pencils, handwriting pens, pastels.</p>	I can look carefully at photos and films of birds, take in the details and overall shapes, and then make drawings of what I have noticed.	Lines, Shapes, Mark Making, Texture  Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil,	That we can work from a similar stimulus or starting point but end up with very different results.  That we can use observational drawing and experimental mark making together to make art.





# • How have we sequenced learning from EYFS to Year 6? Why?

Each pathway is clearly planned lesson by lesson with

- Links to ‘Talking points’ in which artists share their practise
- Links to CPD videos and documents for teachers to build expertise



<https://www.accessart.org.uk/storytelling-through-drawing/>

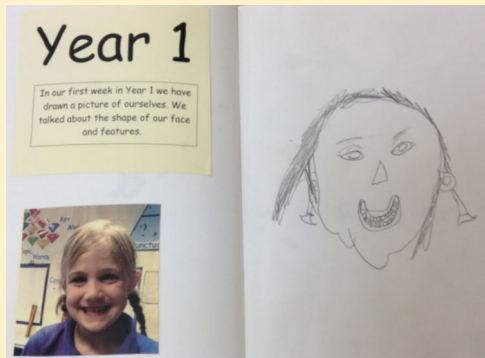
Autumn Term Year 4 Storytelling through Drawing		Topic: Drawing and Sketchbooks		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, craft groups, artists.		
Enquiry Question: How can we create visual narratives inspired by poetry or prose?						
Previous Learning: KS1- Introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration.						
Future Learning (KS2): <ul style="list-style-type: none"> <li>● Continue to develop interpretation skills and use more sophisticated ideas and technical skills to <u>make own</u> creative response. Continue to explore how different artforms such as drama, music, literature can inspire artwork.</li> </ul>						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce artists	How do artists use a sequence of imagery to tell a story?	To explore the work of artists who tell stories through imagery.	Use the free to access <a href="#">"Talking Points: Laura Carlin"</a> and <a href="#">"Talking Points: Shaun Tan"</a> resources to introduce children to 2 artists that tell stories through imagery.  Laura uses writers' text to inspire her visuals, working as an illustrator, whilst Shaun Tan creates his illustrations for his own stories, in the genre of graphic novels.  Use the <a href="#">"Making Visual Notes"</a> resource to <u>students</u> understand how they can use sketchbooks to gather ideas from the way other artists work, and store them for use later on.	I have explored the work of artists who tell stories through imagery.  I can respond to the work of illustrators and/or graphic novelists "reading" the visual images and sharing my thoughts.  I can work in a sketchbook to record my ideas and thoughts generated by looking at other artist's work.	Illustration, Inspiration, Interpretation, Original Source, Respond, Response  Graphic Novel, Illustrator,	That we can tell stories through drawing.
Lesson 2: Drawing warm up	How can I create an image that tells a story?	To use toys, poetry, and my own text to create a richly illustrated narrative	Set the scene for the half term by inviting children to <a href="#">"Draw Stories"</a> . Use toys, poetry and their own text to create richly illustrated	I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	Poetry, Prose, Stage, Arrange  Line, Quality of	That we can use text within our drawings to



# • How do children demonstrate that they know more and remember more?

In Drawing and Painting there is a lot of practise to build skills with repetition over time - evident in sketch books.

The annual drawing of a self-portrait (beginning in Reception) is one example that shows children themselves how they are knowing more and remembering more.



**AT THE END:** The children may produce an artefact or piece of art or collaborative.

<https://www.accessart.org.uk/pathway-explore-sculpture-by-making-a-mobile/>

Spring Term Year 5 / 6 Explore Sculpture by Making a Mobile	Topic: Working in 3 Dimensions / Drawing and Sketchbooks	Cultural Capital: Watch art videos online to increase access to art if you are unable to visit. Visit local galleries, museums, crafts groups, artists.				
Enquiry Question: How can I explore line, shape, form, colour and balance in 3 dimensions?						
Previous Learning: Year 4- (Working in 3 Dimensions) Continue to develop drawing skills, building increased dexterity and confidence in creative decision making. Continue to build the ability to articulate intention, journey and outcomes through reflection. Year 4: (Drawing and Sketchbooks) Introduced idea that we can interpret other people's work and make work in response. Introduced basic meaning of drawing and media exploration.						
Future Learning (KS2): • Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response.						
Before the first lesson view: <a href="https://www.accessart.org.uk/making-is-hard/">www.accessart.org.uk/making-is-hard/</a>						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce and Artist	What is a mobile?	To explore the work of an artist who created mobiles and public sculptures.	Introduce children to the work of Alexander Calder with <a href="#">Talking Points: Alexander Calder</a> .  Follow the prompts on the "Discussion & Sketchbook Work" part of the <a href="#">Talking Points: Alexander Calder</a> to develop understanding through sketchbooks and conversation. Encourage children to create "Visual Notes" in their sketchbooks as they watch.	I have explored the work of a sculptor/designer and seen they explore shape, form, line, colour and balance to make mobiles (kinetic sculptures).  I can use my sketchbook to make visual notes to record and reflect. I can progress these notes into drawings in their own right.	Mobile, Kinetic, Balance, Counterbalance, Motor, Static, Motion	That a mobile is a kinetic sculpture which relies on balance and counterbalance of materials.
Lesson 2: Sketchbooks	How can I create compositions using shapes, lines and colours?	To continue further exploration of Calder's work using a range of drawing materials.	<b>Show Me What You See</b> Revisit <a href="#">Talking Points: Alexander Calder</a> and this time make a series of drawings in sketchbooks based upon the "Sketchbook Development Work" section.	I can use my sketchbook to research the types of elements I might make, linking to an appropriate topic or ideas.	Composition, Shapes, Line, Colour, Negative space,	How we can be inspired by other artists to create our own work.

**AT THE BEGINNING of a unit of work:** Children are asked to recall prior learning



**DURING a unit of work:** Children are expected to use vocabulary being taught



# • How do children demonstrate that they know more and remember more?

**AT THE END:** The children may produce an artefact or piece of art or collaborative. The key is to have time to reflect upon progress made and listen to the responses of others to our work

Lesson 6: Share, Reflect, Discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space.  Display the work appropriately including having open sketchbooks. Use the " <a href="#">Crit in the Classroom</a> " resource to help you. Encourage children to reflect upon all stages of the journey. If available, children can use tablets or cameras to take photographs of the work. <a href="#">Explore how children can take high quality photographs of 3d artwork with this</a>	I can present and share my artwork and explain how my sketchbook work helped to build my knowledge and skills towards a final piece.  I can listen to responses to my work. I can review my own work and think about what I might do differently.  I can respond to the work made by my classmates	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	<u>That when</u> we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.
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# How do we ensure inclusion in Art and Design?

Physical (Gross/Fine; Sensory ; Self-Regulation)

Art and Design is essential as a means of creative expression

- Children with SEND can excel in Art and Design
- Boosts self confidence
- Gives children agency to develop communication skills
- Provides opportunities for collaboration and individual learning
- Connects learners to the wider world

## Teacher expertise

- Considering factors that support / inhibit learning eg gaps in knowledge/ too much light / proximity of child to task/IWB etc
- Pre-teaching where needed
- Valuing experimentation
- Testing practical tasks / Modelling examples
- Use of word banks / Referring to vocabulary during lessons
- Breaking down tasks and building incrementally
- Balance of adult support v independent or peer support

We consider our resourcing:

- **Equipment** – adapted visual / auditory aids; graphite stick / chunky brushes/ masking tape / sponges/ range of sensory linked resources
- **Space** – ensuring pupils with physical needs have enough and appropriate space eg table /chair heights / use of floor

