

Art curriculum 2024

Art, craft and design is a practical, and creative subject. Through their active participation pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is also a subject in which pupils develop their knowledge and understanding as well as their skills. They learn about the materials and techniques they use and about the world of art, craft and design, recognising the achievements of artists, designers and craftspeople from many different times and culture.

<p>Intent</p> <p>With these aspirations, our INTENT for the Art curriculum is:</p>	<p>For children to produce creative work, exploring their ideas, express themselves and recording their experiences.</p>	<p>To provide opportunities to enable children to link drawing, making and evaluating together.</p>	<p>To support children in becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>For children to be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p>To develop skills that allow children to evaluate and analyse creative works using the language of art, craft and design.</p>	<p>To gain important knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>
<p>Implementation</p>						
<p>Planning</p> <p>Lindfield Primary Academy follows the resources and planning from the charity Access Art, which was created to support teachers to give children the best possible art education. The curriculum is split into different 6 different pathways with a common theme across each year group each term. The curriculum enables all children to have access to a range of artists and craftspeople from a range of backgrounds and cultures both modern and historical. The curriculum is knowledge-rich, and pupils will learn a wide range of skills, developing understanding and showing clear progression. But crucially, the knowledge and understanding pupils will build will go far beyond the technical, factual knowledge many current curriculums focus upon. The curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them. Knowledge of <i>substantive concepts</i> and <i>disciplinary concepts</i> have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior <i>substantive</i> and <i>disciplinary</i> knowledge.</p>		<p>Recording</p> <p>From year 1 to year 6 children will record their ideas, making and evaluating in sketch books. Some recording will be done collaboratively and in oral forms and evidence of this will be through photos. Early years have a collection of art produced for each child in their learning journals.</p>		<p>Assessment</p> <p>Art is assessed at the end of each half-termly unit on Sonar which links directly to the objectives used for planning. Art is gently assessed to ensure all children have access to the appropriate equipment and are able to explore different techniques to make and evaluate at an appropriate level. The subject leader looks at assessments and discusses with teachers any trends in gaps or misconceptions.</p>		

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EYFS

Our children’s journey in Art starts in EYFS and is taught across all areas of learning. The learning is grouped into 7 areas of 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?

Within each area, the children will use open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child’s confidence in their ability to make a personal, creative response to a stimuli. Together these opportunities provide a foundation for pupils to develop skills further throughout the school. The teacher supports the children by considering the language that they will learn in EYFS which will help them study Art in KS1.

SEND

Our children with SEND access the Art curriculum through quality first teaching through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording, for example and pre-teaching key vocabulary. Children with more complex SEND will access similar content to their peers but at an appropriate level.

Impact

KS1

By the end of their time at Lindfield children will be able to:

- Use a range of materials creatively.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

KS2

By the end of their time at Lindfield children will be able to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Describe and talk about the work of great artists, architects and designers in history.

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- 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.

Progression of skills across the school

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	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals	Understand prints are made by transferring an image from one surface to another. Simple Printmaking	Understand watercolour is a media which uses water and pigment. Exploring Watercolour	Understand collage is the art of using elements of paper to make images. Making Birds Flora & Fauna	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful 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 there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds	Make a simple elastic band sketchbook. Personalise it. Spirals	Understand relief prints are made when we print from raised images (plates). Simple Printmaking	Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour	Understand we can create our own papers with which to collage. Making Birds Flora & Fauna	Understand the meaning of "Design through Making" Playful Making Making Birds	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 sketchbooks to: Test out printmaking ideas Simple Printmaking	Use hands and feet to make simple prints, using primary colours. Simple Printmaking	Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour	Collage with painted papers exploring colour, shape and composition. Simple Printmaking Flora & Fauna	Use a combination of two or more materials to make sculpture Playful Making Making Birds	All Pathways for Year 1
Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals	Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour Flora & Fauna	Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking	Paint without a fixed image of what you are painting in mind. 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 construction methods to build. Playful Making Making Birds	Reflect upon the artists' work, and share your response verbally ("I liked...").
Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna	Practice observational drawing Spirals Simple Printmaking Flora & Fauna Making Birds	Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking	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	Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making Making Birds	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking Flora & Fauna	Explore mark making Spirals Simple Printmaking Flora & Fauna Exploring Watercolour Making Birds					Some children may feel able to share their response about classmates work.
						All Pathways for Year 1

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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
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p>	<p>Understand the role of an architect. Be an Architect</p> <p>Understand when we make sculpture by adding materials it is called Construction. Be an Architect Stick Transformation Project</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p>
<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p>	<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p>	<p>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</p>	<p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Music & Art</p> <p>Understand the concept of still life. Expressive Painting</p>	<p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p>	<p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Music & Art</p>	<p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p>
<p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art</p> <p>Make drawings inspired by sound. Music & Art</p>	<p>Make a new sketchbook (Elastic Band of Hole Punch) 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 Be an Architect Music & Art</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint</p> <p>Explore colour and colour mixing. Expressive Painting Music & Art</p> <p>Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art</p>	<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art</p>	<p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p>	<p>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</p>

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						make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2
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Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p>	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour</p> <p>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</p> <p>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</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories</p> <p>Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. Natural Materials</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour</p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p> <p>Understand that articulated drawings can be animated. Animated Drawings</p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p> <p>Cut out drawings and make simple articulations to</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</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..."). 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>Understand that animators make drawings that move.</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings Natural Materials</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings</p> <p>Brainstorm animation ideas. Working with Shape & Colour Animated Drawings Natural Materials</p>					

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Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings	Experiment with pigments created from the local environment. Natural Materials		Option to use light to create imagery by exploring anotype or cyanotype. Natural Materials		make drawings which can be animated. Combine with digital media to make animations. Animated Drawings	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
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Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk			
Drawing	Sketchbooks	Printing	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing 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	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 Exploring Pattern , Exploring Still Life Art of Display Sculpture & Structure Festival Feasts		Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life		Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display To understand that sometimes people themselves can be the object, as in performance art. Art of Display To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Sculpture & Structure Festival Feasts	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 often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 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
Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern	Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Art of Display Exploring Still Life Sculpture & Structure Festival Feasts Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts Brainstorm pattern, colour, line and shape. Exploring		To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life To explore painting on different surfaces, e.g fabric, and combine paint with 3d making. Festival Feasts To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts		Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. Art of Display	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. 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.

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<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 Exploring Still Life Festival Feasts</p> <p>Brainstorm and explore ideas relating to performance art. Art of Display</p> <p>Reflect. Storytelling Through Drawing</p>			<p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. Art of Display</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. 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 Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</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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Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that designers create fonts and work with Typography. Typography & Maps	Use sketchbooks to: Explore mark making. Typography & Maps Mixed Media Landscapes Set Design Fashion Design	Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork,	Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes		Understand that set designers can design/make sets for theatres or for animations. Set Design	Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual

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<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>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>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design Architecture: Big or Small Fashion Design</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes</p> <p>Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Fashion Design</p>	<p>e.g. an installation or an artists book. Making MonoTypes</p> <p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes</p>	<p>See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes</p> <p>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 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. Architecture: Big or Small 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>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>
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Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that there is often a close	Use sketchbooks to:	Understand that artists sometimes use their	Understand that the fabrics used to make		Understand that artists use a variety of media including light and sound as well as	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.

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<p>relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p>	<p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 2D</p>	<p>skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism</p>	<p>clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p>		<p>physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour</p> <p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Take a Seat</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity Take a Seat</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>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p>	<p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity</p>	<p>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>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</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 Shadow Puppets</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>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 Brave Colour</p> <p>Explore combinations and layering of media. Activism Exploring Identity</p> <p>Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Brave Colour Take a Seat Shadow Puppets</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity</p> <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>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>		<p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Brave Colour</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 6</p>

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Whole School Art Curriculum 2024 – Access Art

	Drawing + Sketchbooks	Print, Colour collage	Working in three dimension	Paint, surface, texture	Working in three dimensions	Collaboration and community
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	Me and my world		Vroom Vroom		Down on the farm	
	<p><u>What can we see?</u> Drawing with increasing accuracy from observations. Looking at colour mixing and colours.</p>	<p><u>How can we explore colour?</u> Using different objects to make patterns in different colours.</p>	<p><u>How can we build worlds?</u> Using different media to experiment.</p>	<p><u>How can we explore materials and marks?</u> Mark making on paper. Using a range of different materials for collage.</p>	<p><u>How can we explore 3D materials?</u> 3D models and close observation.</p>	<p><u>How can we use our imaginations?</u> Sculpture work. Links with animals and habitats.</p>
Year 1	Out and about with the Jolly Postman		To infinity and beyond		Woodland Wonders	
	<p><u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><u>Playful Making</u> Exploring materials and intention through a playful approach</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>	<p><u>Inspired by Flora & Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.</p>
Year 2	Fire and Ice		Scales and Tales		Splish, splash splosh	
	<p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p><u>Exploring the World Through Mono Print</u> Using a simple mono print technique to develop drawing skills, encourage</p>	<p><u>Be An Architect</u> Exploring architecture and creating architectural models.</p>	<p><u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and</p>	<p><u>Stick Transformation Project</u> Explore how you can transform a familiar object into new and fun forms.</p>	<p><u>Music & Art</u> Explore how we can make art inspired by the sounds we hear in the style of Kandinsky.</p>

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		experimentation and ownership		experimental mark making to create abstract still lifes.		
Year 3	Skull and Crossbones		Footprints in the past		An African Adventure	
	<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 Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>	<p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p><u>Making Animated Drawings</u> Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.</p>	<p><u>Using Natural Materials to Make Images</u> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype</p>
Years 4	Journey into the unknown		Stones 'n' Bones		Amazon Adventures	
	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing. Aaron Becker (Draw a story)</p> <p>Option 1 – concertina (Stone Age Boy)</p> <p>Laura Carlin Shaun Tan</p>	<p><u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> <p>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p><u>The Art of Display</u> Explore how the way we display our work can affect the way it is seen.</p>	<p><u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>	<p><u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature? Building nests using natural objects.</p>	<p><u>Festival Feasts</u> How might we use food and art to bring us together?</p>

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Year 5	Aiming High		Groovy Greeks	Out of this world	Romans the empire strikes back	
	<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>Making Monotypes</u> Combine the monotype process with painting and collage to make visual poetry zines.</p>	<p><u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p>	<p><u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.</p>	<p><u>Architecture: Dream Big or Small?</u> Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>	<p><u>Fashion Design</u> Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.</p>
Year 6	Battle of Britain		Magical Mysteries		Legacy	
	<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>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments.</p>	<p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.</p>	<p><u>Shadow Puppets</u> Explore how traditional and contemporary artists use cut-outs and shadow puppets.</p>