



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 & 2	<p>What can we see? How can we explore colour? Drawing, Sketchbooks, Collage</p> <p>Pupils will begin to notice features in the natural world (colours, shapes, textures, smells).</p> <p>Pupils begin to mark marks and develop their fine motor skills.</p> <p>Pupils make purposeful marks in the shape of a single line.</p> <p>Pupils begin to explore shapes and find shapes in the environment.</p> <p>They will record their shapes on digital media.</p> <p>Pupils begin to make continuous line drawings to draw a circle.</p> <p>Pupils begin early observational drawings by drawing what they see. They create large and real size drawings.</p> <p>Pupils begin to overlap shapes and across existing marks.</p> <p>Pupils begin to use different mediums to draw (pencils, crayons, paints).</p>	<p>Spirals Drawing, Sketchbooks</p> <p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation.</p>	<p>Explore & Draw Drawing, Sketchbooks, Collage</p> <p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them.</p> <p>Pupils will play with the objects to create new shapes and patterns on the ground.</p> <p>Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition.</p> <p>They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p>	<p>Gestural Drawing with Charcoal Drawing, Sketchbooks</p> <p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can</p>	<p>Storytelling Through Art Drawing, Sketchbooks, Collage</p> <p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p>	<p>Typography and Maps Drawing, Sketchbooks, Making</p> <p>Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.</p> <p>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p> <p>Pupils will be introduced to artists who create maps. They will discover that maps</p>	<p>2D Drawing to 3D Making Drawing, Sketchbooks, Making</p> <p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Pupils will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p>



	<p>Pupils begin to respond to art through discussion.</p>	<p>Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils).</p> <p>They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</p> <p>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.</p>	<p>use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</p> <p>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.</p>	<p>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.</p>	<p>can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p>	<p>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.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p>
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Focus Artists:	Paul Cezanne	Molly Haslund.	Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White	Edgar Degas, Laura McKendry, Heather Hansen	Laura Carlin, Shaun Tan	Louise Fili, Grayson Perry, Paula Scher	Lubaina Himid, Claire Harrup
Assessment Statements	<p>I can explore my local environment (inside classroom/ outside playground/ welly walk) observing and collecting shapes.</p> <p>I have been able to take photographs which focus on 1 object.</p> <p>I have been able to share and talk about my art work.</p> <p>I have been able to share how my art work makes me feel.</p> <p>I can begin to use careful looking to practice observational drawing.</p> <p>I have been able to talk about shape, texture and colour of objects (shells).</p> <p>I can make marks with pen, wax crayons, poster paints, water colours.</p> <p>I can begin to explore composition by arranging the things that I have collected.</p> <p>I have explored how I can use tools to make new marks 9fingers,</p>	<p>I can draw from my fingertips, my wrist, my elbow, my shoulder and my body.</p> <p>I can make a drawing using a continuous line for a minute or two.</p> <p>I can draw from observation for a few minutes at a time.</p> <p>I can make different marks with different drawing tools.</p> <p>I can make marks with a soft pencil, crayons, chalk and a handwriting pen.</p> <p>I have explored how I can use a brush to make new marks.</p> <p>I can make choices about which colours I'd like to use in my drawing.</p> <p>I have seen the work of an artist and listened to how the artist made the work.</p> <p>I have been able to share how I feel about the artist's work.</p> <p>I can talk about what I like in my drawings,</p>	<p>I have seen how some artists explore the world around them to help them find inspiration.</p> <p>I can explore my local environment (school, home, etc) and collect things which catch my eye.</p> <p>I can explore composition by arranging the things that I have collected.</p> <p>I can talk about what I collected, and how and why I arranged the things I collected.</p> <p>I can take photographs of my artwork and I can think about focus and light.</p> <p>I can use careful looking to practice observational drawing,</p> <p>I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</p>	<p>I have seen how artists use charcoal in their work.</p> <p>I have been able to talk about the marks produced, and how I feel about their work.</p> <p>I can make marks with charcoal, using my hands as well as the charcoal.</p> <p>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p> <p>I can understand what Chiaroscuro is and how I can use it in my work.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p>I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</p> <p>I have taken photographs of my work, thinking about focus, lighting, and composition.</p>	<p>I have explored the work of artists who tell stories through imagery.</p> <p>I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.</p> <p>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.</p> <p>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</p> <p>I can use line, shape, and colour using a variety of materials to test my ideas.</p> <p>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</p> <p>I can create a finished piece which contains sequenced images to describe a narrative.</p>	<p>I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</p> <p>I have seen how other artists work with typography and have been able to share my thoughts on their work.</p> <p>I have explored how I can create my own letters in a playful way using cutting and collage.</p> <p>I can reflect upon what I like about the letters I have made.</p> <p>I have drawn my own letters using pen and pencil inspired by objects around me.</p> <p>I can reflect upon why my letters have a meaning to me.</p> <p>I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</p> <p>I can make my drawings appear visually stronger by working over maps or</p>	<p>I have explored artists who use their drawing skills to make objects.</p> <p>I can share my responses to their work, thinking about their intention and outcome.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</p> <p>I can use negative space and the grid method to help me see and draw.</p> <p>I can explore typography and design lettering which is fit for purpose.</p> <p>I can transform my drawing into a three-dimensional object.</p> <p>I can share my work with others and talk about my intention and the outcome.</p>



	<p>paint brush, cotton bud).</p>	<p>and what I'd like to try again.</p> <p>I can take photos of my artwork.</p>	<p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p> <p>I can cut out and collage to explore composition.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p>	<p>I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again.</p> <p>I can voice what I like about my classmates work and how it makes me feel.</p>	<p>I can share my work with others and talk about my journey and outcome.</p> <p>I can listen to their feedback and take it on board.</p> <p>I can appreciate the work of my classmates and think about similarities and differences between our work.</p> <p>I can share my feedback on their work.</p> <p>I can take a photograph of my work, thinking about lighting and focus.</p>	<p>newspaper to make my marks stronger.</p> <p>I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them.</p> <p>I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.</p> <p>I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</p> <p>I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</p>	<p>I can listen to their response and take their feedback on board.</p> <p>I can appreciate the work of my classmates.</p> <p>I can listen to their intentions and share my response to their work.</p> <p>I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</p>
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