



| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Spring 3 & 4 | <p>How can we build Worlds? How can we explore materials and marks? Drawing, Collage, Sculpture</p> <p>Pupils will notice features in the natural world (colours, shapes, textures, smells).</p> <p>Pupils develop their colour mixing techniques to enable them to match colours they see and what they want to represent.</p> <p>Pupils build on their fine motor skills through mark making, cutting, and folding materials.</p> <p>Pupils will explore shape.</p> <p>Pupils will begin to playfully experiment with materials they have available to make a structure.</p> <p>Pupils will develop a curiosity to manipulate materials..</p> <p>Pupils will use pens, pencils and crayons and wax crayons.</p> <p>Pupils will continue to develop hand eye coordination through imaginary drawing.</p> <p>Pupils will explore processes and ideas building on their dexterity skills.</p> | <p>Flora & Fauna Drawing, Sketchbooks, Collage, Painting</p> <p>Pupils become familiar with the work of artists who are inspired by flora and fauna.</p> <p>Pupils think about and articulate what they think about the work in discussion and in sketchbooks.</p> <p>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.</p> <p>Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually.</p> <p>Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks.</p> <p>Pupils develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings.</p> | <p>Exploring the World Through Mono Print Printmaking (Mono Print), Drawing, Collage, Sketchbooks</p> <p>Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film.</p> <p>Pupils will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.</p> <p>Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects.</p> <p>They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects.</p> | <p>Working with Shape & Colour Drawing, Collage, Stencils, Screen Print, Sketchbooks</p> <p>Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. Pupils will consider shape, colour, and composition.</p> <p>Pupils will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson.</p> <p>Pupils will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>Pupils will collage with their cut elements, choosing colour, shape, and composition to make their own creative response to the artwork.</p> | <p>Exploring Pattern Drawing, Collage, Sketchbooks</p> <p>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. Their repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece.</p> <p>Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.</p> <p>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt.</p> <p>Pupils will experiment with materials and colours to invent their own unique patterns.</p> <p>They will consider angles and mathematical terms such as "parallel".</p> <p>Pupils will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Pupils will become familiar with tessellations. They will</p> | <p>Fashion Design Fashion, Drawing, Making, Sketchbooks</p> <p>Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussions and visually in sketchbooks.</p> <p>Pupils will work in sketchbooks to generate and test ideas.</p> <p>Pupils will experiment with shape and form, pattern, colour, and texture in response to a brief.</p> <p>Pupils will make their 2d designs to 3d.</p> <p>Pupils will paint paper with patterns and texture to make the base of their clothes.</p> <p>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.</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>Exploring identity Painting, Digital, Drawing, Sketchbooks</p> <p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>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.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</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</p> |



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| | <p>Pupils will share their stories.</p> | <p>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.</p> <p>Pupils spend time practising cutting and collage skills to explore shape and colour to build images.</p> <p>Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast.</p> <p>Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion.</p> <p>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.</p> | <p>Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week.</p> <p>Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week.</p> <p>Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.</p> <p>Pupils will explore the work of an artist who uses mono print.</p> <p>Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects.</p> <p>Pupils will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.</p> | <p>Pupils will add to their collage using line, colour and shape made by stencils.</p> <p>Pupils will explore negative and positive shapes.</p> <p>Pupils take photographs of their work.</p> <p>Pupils will share work with their class.</p> <p>Pupils will reflect and share what they like, and what they would like to try again.</p> <p>They will look at the work of my classmates and give useful feedback through class or small group discussion.</p> | <p>invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p> <p>Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse.</p> <p>Pupils will display their work in a clear space and reflect. Sharing what they like and what they would like to try again through peer discussion.</p> <p>They will take photos of their work thinking about focus and light.</p> | <p>Pupils will work in pairs or teams to document their work using cameras or an iPad.</p> | <p>through peer discussion.</p> |
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| | | | <p>Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention.</p> <p>Pupils will discover without working towards a predefined outcome.</p> <p>Pupils will work alongside in sketchbooks to make notes about their discoveries.</p> <p>Pupils will display their work in a clear space and reflect, sharing what they like and what they would like to try again through peer discussion.</p> | | | | |
| Artist: | Julie Chen | Eric Carle, Joseph Redoute, Jan Van Kessel | Xgaoc'o Xare | Romare Bearden Matisse, Claire Willberg | Sol Lewitt, Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont | Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla | Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett |
| Assessment Statements: | <p>I can name primary colours (red, blue, yellow).</p> <p>I can begin to mix colours to create secondary colours.</p> <p>I can name secondary colours.</p> <p>I can use paintbrushes to make marks.</p> | <p>I have enjoyed looking at art made by other artists inspired by flora and fauna.</p> <p>I can look closely at insects and plants and make drawings using pen to describe what I see.</p> <p>I can experiment using graphite and</p> | <p>I can make drawings using photos from films as my source material.</p> <p>I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.</p> | <p>I can explore an artwork through looking, talking and drawing.</p> <p>I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.</p> | <p>I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</p> <p>I have explored the work of an artist who creates artwork inspired by pattern.</p> | <p>I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.</p> <p>I can share my own response to their work, articulating what I like or don't like about their work.</p> | <p>I have seen how artists explore their identity by creating layered and constructed images.</p> <p>I can share my response to their work with my classmates.</p> <p>I can use my curiosity to think about how I might</p> |



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| | <p>I can make marks with space between.</p> <p>I can make thinner and thicker lines.</p> <p>I can make marks with a closed line (shapes).</p> <p>I can make lines, marks and patterns to show movement or memories.</p> <p>I can use a range of drawing materials and explored the effects they make.</p> <p>I can share my artwork with the class.</p> | <p>oil pastel and make my own insects.</p> <p>I can cut out shapes in different colours, and use these shapes to make an insect or bug.</p> <p>I can think about its body parts and what I would like them to look like.</p> <p>I can work with my classmates to make a shared drawing.</p> <p>I can share my artwork with the class.</p> <p>I can listen to what my classmates like about it.</p> <p>I can share what I like about their work.</p> | <p>I can think carefully about which marks I will include in my drawing.</p> <p>I have seen what a mono print is and have explored the work of an artist who uses mono print.</p> <p>I can share my thoughts on the artists' work.</p> <p>I can use carbon paper to make mono prints.</p> <p>I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting.</p> <p>I can base my drawings upon careful observational looking.</p> <p>I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p> <p>I can explore a theme and make mono prints using my imagination to make my drawings personal.</p> <p>I can share my work and talk about what I</p> | <p>I can cut shapes directly into paper, using scissors, inspired by the artwork.</p> <p>I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.</p> <p>I can add to my collage, using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work.</p> <p>I can share my work with my class.</p> <p>I can reflect and share what I like, and what I would like to try again.</p> <p>I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> | <p>I have thought about where we use pattern in our life to make our worlds brighter.</p> <p>I can work in my sketchbooks to explore how I can make drawings inspired by "rules."</p> <p>I can generate lots of different types of patterns.</p> <p>I can make a tessellated design and think about colour and shape, exploring positive and negative shapes.</p> <p>I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition.</p> <p>I can fold paper and use pattern to make an object which other people can respond to.</p> <p>I can present and share my work.</p> <p>I can reflect and share my thoughts with others.</p> | <p>I can use my sketchbook to make visual notes to capture key ideas about how the designers work.</p> <p>I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.</p> <p>I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage.</p> <p>I can understand how 2d shapes can become 3d form and the relationship they have to our bodies.</p> <p>I can share my designs and outcomes with my classmates and articulate my journey.</p> <p>I can listen to their feedback and respond.</p> <p>I can appreciate the work of my classmates and reflect upon similarities and differences.</p> | <p>adapt techniques and processes to suit me.</p> <p>I can use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>I can share my work with my classmates, articulate how I feel about the journey and outcome.</p> <p>I can listen to feedback from my classmates and respond.</p> <p>I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine.</p> <p>I can share my response to their work.</p> <p>I can take photographs of my artwork, thinking</p> |
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| | | | <p>like, and what I would like to try again.</p> <p>I can enjoy looking at the work of my classmates and sometimes.</p> <p>I can share my thoughts about their work, and sometimes I can add my thoughts.</p> <p>I have understood that through art, I can invent and discover.</p> | | <p>I can listen to the reflections of my classmates and feedback on their work.</p> <p>I can take photographs of my work</p> | <p>I can share my response to their work.</p> <p>I can take photographs of my work, thinking about presentation, lighting and focus.</p> | <p>about lighting, focus and composition.</p> |
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