



**Artsmark  
Silver Award**  
Awarded by Arts  
Council England



Progression in Art,  
Craft and Design

# New Silksworth Academy



## Progression (Skills and Knowledge) for EYFS and Years 1 to 6

This plan has been created to support the AccessArt Primary Curriculum

May 2022

Art Lead: Mrs V Merrie  
[@NSA\\_Arts](https://www.instagram.com/NSA_Arts)

## EXPLORING ART IN THE EARLY YEARS

In early years children are introduced to a wide a variety of materials and experiences, which are revisited over time. Confidence in handling materials, exploring techniques, and realising ideas builds over time and through repeated experience. There is great benefit in **revisiting, repeating, expanding, and thinking around the project ideas**, as the experience children bring to each activity changes over time.

It is through **working closely with individual children that teachers will really understand the types of materials, techniques and ideas that each child responds to**, and how they might be helped to explore those areas further.

The activities included in our early year's art curriculum are designed to demonstrate how an **open-ended, child-led approach can help build skills and enjoyment in children** so that by the time they enter primary education they have a mindset which will help them become confident, creative learners ready for a more thorough exploration of drawing, making, sketchbooks, painting, printmaking, photography, design and craft.

The early years offer is grouped around 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 activities are provided which enable an 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 children'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 through the Art Curriculum.

### How does the EYFS curriculum feed into the Primary Art Curriculum?

The aim of the activities in the EYFS is to help give pupils opportunities and experiences which enable pupils to:

- **Build dexterity skills**
- **Explore materials and mark making in a playful way**
- **Use bodies and imaginations to inspire making**
- **Explore how they can reflect and share their views about what they have seen or made**
- **Explore how art enriches our lives**

...and to prepare children for the pathways in the Primary Art Curriculum which promotes open-ended creative learning, placing emphasis on the creative journey and nurtures children to become confident and independent creators.

### How is learning structured?

Unlike the primary curriculum the activities do not follow set pathways and do not need to be introduced in a particular order, neither is there any need to cover all activities. Instead, planning is approached in a playful way, by asking which activities do we think our children would enjoy, and which would staff enjoy facilitating.

### Assessment of Art in EYFS

Creativity is a fragile creature, so we assess with great care. Assessments are light, holistic, and formative. We ask big, caring questions:

- What does success feel like to each child?
- What worked for them?
- What could we change / provide to help them progress further next time?

We think in terms of simple criteria which might be applied to each activity:

- **Connection** Is the child able to make a connection between the world, materials and ideas (whatever form that connection takes)?
- **Enthusiasm** Has the activity engaged the child? Is it relevant and enabling?
- **Dexterity** Is the child able to practise and progress dexterity skills to help them connect head, heart, hand?
- **Materials** Is the child able to explore materials in a playful, explorative way?
- **Articulation** Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?

## ART IN THE PRIMARY YEARS (KS1/KS2)

The AccessArt "Split" Primary Art Curriculum has been devised for schools who currently teach art half the time (splitting the timetable with DT).

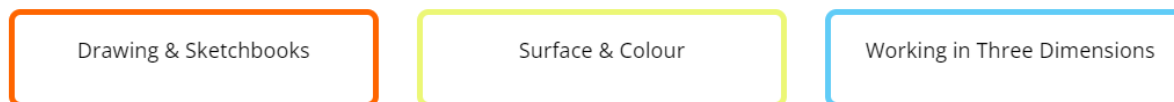
*"We wanted to create an art curriculum which would help primary schools deliver a really exciting, rich and forward-thinking visual arts education, whilst at the same time giving non-specialist and often inexperienced teachers the support they need to feel confident and happy teaching art."*

Access Art

Our primary curriculum, consists of 36 pathways for Years 1 to 6, designed to inspire and enable high quality visual arts teaching and learning. Designed around the idea that art is far more than a series of technical skills, our holistic curriculum nurtures creative thinking skills and helps ensure your pupils learn *through* art, as well as *about* art. Each pathway tells a story / forms a journey, for both teacher and pupil.

### Areas of Focus:

Each pathway is bordered by a colour. These colours correspond to the area of focus of that pathway.



### Diverse & Contemporary Artists, Designers, Craftspeople...

The Primary Art Curriculum is supported by a series of "Talking Points", carefully curated to introduce a wide variety of artists, designers, and craftspeople from across the world. We also juxtapose contemporary artists with more traditional artists, giving an opportunity to look afresh at artists. We study artists, designers, and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world.

### Progression and Aims

There is a lot of misunderstanding about sequencing and progression in Primary Art. There are no set sequences, and no right and wrong order in the way skills are introduced. Instead, learning is built through a weaving and layering and revisiting of experiences. You WILL see progression (or "growth" as we prefer to call it). Our Curriculum is about OPENING UP what art is, giving pupils lots of different opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks. Our aim is that every teacher understands the larger structure and relevance of what comes before and after, and that every child has the opportunity to find the elements of art, craft & design which resonate for them.

### Assessment of Art in Primary Years

There are no national standards in Primary Art and Design, so we advocate gentle, ongoing assessment based upon lots of conversation, to discover intention and understanding, as well as looking at outcomes of the journey and end result. Remember creativity can be fragile - so we tread with care. Each pathway contains suggested "I Can..." statements which we use to check understanding.

YEAR GROUP	EXPERIENCE	RESOURCE	COLOUR RECOGNITION	COLOUR MIXING	EXPLORE LINE	MARK-MAKING	EXPLORE SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MINDSETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
2YO AUTUMN	HOW CAN WE EXPLORE COLOUR?	<a href="https://www.accessart.org.uk/to-colour/">To Colour...</a> <a href="https://www.accessart.org.uk/to-colour/">https://www.accessart.org.uk/to-colour/</a>	✓								✓	✓	✓				<a href="https://www.accessart.org.uk/playful-making/">https://www.accessart.org.uk/playful-making/</a>
NURSERY AUTUMN	WHAT CAN WE SEE?	<a href="https://www.accessart.org.uk/finding-circles/">Finding Circles</a> <a href="https://www.accessart.org.uk/finding-circles/">https://www.accessart.org.uk/finding-circles/</a>					✓				✓	✓	✓		✓	✓	<a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a>
NURSERY SPRING	HOW CAN WE EXPLORE MATERIALS & MARKS?	<a href="https://www.accessart.org.uk/nursery-night-time-collage/">Nursery Night Time Collage</a> <a href="https://www.accessart.org.uk/nursery-night-time-collage/">https://www.accessart.org.uk/nursery-night-time-collage/</a>	✓		✓	✓	✓		✓	✓	✓						<a href="https://www.accessart.org.uk/flora-and-fauna/">https://www.accessart.org.uk/flora-and-fauna/</a>
NURSERY SUMMER	HOW CAN WE EXPLORE 3D MATERIALS?	<a href="https://www.accessart.org.uk/how-to-clay-play/">Clay Play</a> <a href="https://www.accessart.org.uk/how-to-clay-play/">https://www.accessart.org.uk/how-to-clay-play/</a>				✓	✓	✓	✓	✓	✓						<a href="https://www.accessart.org.uk/playful-making/">https://www.accessart.org.uk/playful-making/</a>
RECEPTION AUTUMN	HOW CAN WE EXPLORE 3D MATERIALS?	<a href="https://www.accessart.org.uk/repeat-pattern-printing-roller/">Repeat Pattern Printing Roller</a> <a href="https://www.accessart.org.uk/repeat-pattern-printing-roller/">https://www.accessart.org.uk/repeat-pattern-printing-roller/</a>	✓		✓	✓		✓	✓	✓	✓						<a href="https://www.accessart.org.uk/simple-printmaking/">https://www.accessart.org.uk/simple-printmaking/</a>
RECEPTION AUTUMN	HOW CAN WE EXPLORE COLOUR?	<a href="https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/">Collaging with Wax Crayon Rubbings</a> <a href="https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/">https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/</a>	✓			✓	✓		✓	✓	✓	✓					<a href="https://www.accessart.org.uk/explore-draw/">https://www.accessart.org.uk/explore-draw/</a> <a href="https://www.accessart.org.uk/simple-printmaking/">https://www.accessart.org.uk/simple-printmaking/</a>
RECEPTION SPRING 2	HOW CAN WE EXPLORE MATERIALS & MARKS?	<a href="https://www.accessart.org.uk/burton-hathow-ducklings/">Burton Hathow Ducklings</a> <a href="https://www.accessart.org.uk/burton-hathow-ducklings/">https://www.accessart.org.uk/burton-hathow-ducklings/</a>	✓			✓	✓		✓	✓	✓	✓					<a href="https://www.accessart.org.uk/pathway-making-birds/">https://www.accessart.org.uk/pathway-making-birds/</a>
RECEPTION SPRING 1	HOW CAN WE EXPLORE MATERIALS & MARKS?	<a href="https://www.accessart.org.uk/galaxy-painting/">Galaxy Painting</a> <a href="https://www.accessart.org.uk/galaxy-painting/">https://www.accessart.org.uk/galaxy-painting/</a>	✓	✓	✓	✓			✓	✓	✓	✓	✓				<a href="https://www.accessart.org.uk/exploring-watercolour-pathway/">https://www.accessart.org.uk/exploring-watercolour-pathway/</a>
RECEPTION SUMMER	HOW CAN WE EXPLORE MATERIALS & MARKS?	<a href="https://www.accessart.org.uk/imaginary-landscapes/">Imaginary Landscapes</a> <a href="https://www.accessart.org.uk/imaginary-landscapes/">https://www.accessart.org.uk/imaginary-landscapes/</a>	✓		✓	✓	✓		✓	✓	✓	✓					<a href="https://www.accessart.org.uk/flora-and-fauna/">https://www.accessart.org.uk/flora-and-fauna/</a>

**EYFS**

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

Mark Making/ Drawing	Sketchbooks	Simple Printmaking	Exploring Paint	Collage	Modelling/ Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity.	n/a	Understand prints are made by transferring an image from one surface to another.	Understand watercolour is a media which uses water and pigment.	Understand that we can use scraps of paper to make a new picture or add interest.	Understand that sculpture is the name sometimes given for artwork which is 3D.	Look at the work of artists who draw, sculptors, and painters.
Explore marks made by drawing tools, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale and collaboratively to accommodate exploration		Use hands and feet to make simple prints, using primary colours.  Collect textured objects and make rubbings, and press them into plasticine.	Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.  Explore watercolour in an intuitive way to build understanding of the properties of the medium.	Use papers to create a simple collage  Create collage papers by cutting and tearing.	Use materials to make sculpture.	Understand we may all explore art in a different way.
Use colour (pastels, chalks) to mark make.  Pupils draw from first hand observation, observing detail using materials above plus, oil pastel, pencil or crayon.		Explore concepts like “repeat” “pattern” “sequencing”.	Paint without a fixed image of what you are painting in mind.		Use construction materials to build.  Work in a playful, exploratory way.	Reflect upon the artists’ work, and share your response verbally (“I liked...”).  Present/revisit artwork created alone or in a group and share verbally what “I enjoyed...”  Some children may feel able to share their response about classmates work.

## Year 1

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

Drawing	Sketchbooks	Printmaking / Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a></p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a></p>	<p><i>Opportunities to develop; 'printing' knowledge and skills in EYFS and Year 2.</i></p>	<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a> <a href="#">Flora &amp; Fauna</a></p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Making Birds</a></p>	<p>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.</p>
<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Making Birds</a> <a href="#">Flora &amp; Fauna</a></p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <a href="#">Flora &amp; Fauna</a></p>	<p>Make a simple elastic band sketchbook. Personalise it. <a href="#">Spirals</a></p> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Flora &amp; Fauna</a></p> <p>Practice observational drawing <a href="#">Spirals</a> <a href="#">Flora &amp; Fauna</a> <a href="#">Making Birds</a></p> <p>Explore mark making <a href="#">Spirals</a> <a href="#">Flora &amp; Fauna</a> <a href="#">Making Birds</a></p>	<p><i>'painting' knowledge and skills available across the Art curriculum.</i></p>	<p>Understand we can create our own papers with which to collage. <a href="#">Making Birds</a> <a href="#">Flora &amp; Fauna</a></p> <p>Collage with painted papers exploring colour, shape and composition. <a href="#">Flora &amp; Fauna</a></p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a></p>	<p>Understand the meaning of "Design through Making" <a href="#">Making Birds</a></p> <p>Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a></p> <p>Use construction methods to build. <a href="#">Making Birds</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a></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.</p> <p><a href="#">All Pathways for Year 1</a></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>Some children may feel able to share their response about classmates work.</p> <p><a href="#">All Pathways for Year 1</a></p>

## Year 2

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

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. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></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. <a href="#">All Pathways for Year 2</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch)</p> <p>OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Work in sketchbooks to:</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <a href="#">Explore Through Monoprint</a></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. <a href="#">Explore Through Monoprint</a></p>	<p>Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Music &amp; Art</a></p> <p><i>Opportunities to develop 'painting' knowledge and skills available across the Art curriculum as below</i></p> <p>Understand that some painters use expressive, gestural marks in their work.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand the concept of still life.</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.</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.</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></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. <a href="#">Explore &amp; Draw</a></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw Music &amp; Art</a></p>	<p><i>Opportunities to develop 'making' knowledge and skills throughout DT curriculum as below.</i></p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <p>Construct with a variety of materials to make a model of a building, considering shape, form, colour, and perspective.</p> <p>Consider interior and exterior.</p> <p>Playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking.</p> <p>Think about shape (2d), form (3d), texture, colour and structure.</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>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. <a href="#">All Pathways for Year 2</a></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 make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 2</a></p>

## Year 3

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

Drawing	Sketchbooks	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a>	Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a>	Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a>	Understand that we can combine collage with other disciplines such as drawing, printmaking and making.	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a>	To understand that visual artists look to other artforms for inspiration.
Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a>	Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a>	Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a>	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.	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a>	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.
Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings <a href="#">Gestural Drawing with Charcoal</a>	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a>	Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a>		That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a>	Understand artists often collaborate on projects, bringing different skills together.
Understand that animators make drawings that move.	Work in sketchbooks to:  Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a>	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). <a href="#">Telling Stories</a>		An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a>	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a>	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. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a>	Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint</a>		Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a>	Understand we may all have different responses in terms of our thoughts and the things we make.
Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a>	Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a>	Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <a href="#">Cloth, Thread, Paint</a>		Make an armature to support the sculpture. <a href="#">Telling Stories</a>	That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 3</a>
Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a>	Experiment with pigments created from the local environment.	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.			Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").
Develop mark making skills by deconstructing the work of artists. <a href="#">Cloth, Thread, Paint</a>					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.
Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.					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.
					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. <a href="#">All Pathways for Year 3</a>

## Year 4

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a>	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a>	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a>	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. <a href="#">Festival Feasts</a>	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.
Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <a href="#">Storytelling Through Drawing</a>	Use sketchbooks to: Practise drawing skills. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Festival Feasts</a>	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a>	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. <a href="#">Festival Feasts</a>	Understand artists often collaborate on projects, bringing different skills together.
Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a>	Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Festival Feasts</a>	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a>	To combine modelling with construction using mixed media and painting to create sculpture. <a href="#">Festival Feasts</a>	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
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. <a href="#">Storytelling Through Drawing</a>	Test and experiment with materials. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Festival Feasts</a>	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets) <a href="#">Exploring Still Life</a>		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. <a href="#">All Pathways for Year 4</a>
	Brainstorm pattern, colour, line and shape. <a href="#">Exploring Still Life</a> <a href="#">Festival Feasts</a>	Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a>		Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
	Reflect. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Festival Feasts</a>	To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a>		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.
		To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a>		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.
				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. <a href="#">All Pathways for Year 4</a>

## Year 5

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <a href="#">Typography &amp; Maps</a></p>	<p>Use sketchbooks to:</p> <p>Explore mark making. <a href="#">Typography &amp; Maps Set Design</a></p> <p>Brainstorm ideas generated when reading poetry or prose. <a href="#">Making MonoTypes Set Design</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps Making MonoTypes Set Design</a></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. <a href="#">Set Design</a></p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. <a href="#">Making MonoTypes</a></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. <a href="#">Making MonoTypes</a></p>	<p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. <a href="#">Making MonoTypes</a></p>	<p>Understand that set designers can design/make sets for theatres or for animations. <a href="#">Set Design</a></p> <p>Understand that designers often create scaled models to test and share ideas with others. <a href="#">Set Design</a></p> <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. <a href="#">Set Design</a></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <a href="#">Set Design</a></p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual 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. <a href="#">All Pathways for Year 5</a></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 &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></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. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></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”). <a href="#">Set Design</a></p>					

## Year 6

Purple = Substantive Knowledge Green = Implicit Knowledge / Skills

Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 3D</a></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 3D</a></p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <a href="#">2D to 3D Activism</a></p> <p>Using the grid method to scale up an image. <a href="#">2D to 3D</a></p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a></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. <a href="#">Activism</a></p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function</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. <a href="#">Shadow Puppets</a></p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</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 that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 3D</a></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? <a href="#">Activism</a></p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Activism</a></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. <a href="#">Activism</a></p>		<p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials.</p> <p>Working collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a></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. <a href="#">All Pathways for Year 6</a></p>
<p>Explore using negative and positive space to “see” and draw a simple element/object. <a href="#">2D to 3D</a></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 3D</a></p> <p>Use collage to add tonal marks to the “flat image”. <a href="#">2D to 3D</a></p>	<p>Explore combinations and layering of media. <a href="#">Activism</a></p> <p>Develop Mark Making <a href="#">Activism 2D to 3D Shadow Puppets</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism 2D to 3D Shadow Puppets</a></p>	<p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. <a href="#">Activism</a></p> <p>Or create a zine using similar methods. <a href="#">Activism</a></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 &amp; perspective. <a href="#">All Pathways for Year 6</a></p>

# Vocabulary

Vocabulary should include key words below. Each year should build on previous years' language. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes.

Please refer to the "I Can" statements on each individual pathway MTP to help ensure children understand the context and spirit of language used.

*Please note – Use vocabulary relevant to pathways chosen (highlighted and in bold)*

<b>Year 1</b>	<p><b>Spirals:</b> Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making</p> <p>Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think</p>	<p><b>Flora &amp; Fauna:</b></p> <p>Flora</p> <p>Fauna</p> <p>Line, Shape, Colour, tones, hues, tints</p> <p>Observe, Graphite, Handwriting Pen</p> <p>Oil Pastel, Graphite, Handwriting Pen</p> <p>Collage, Painted paper, cut, tear, arrange, play, composition, elements.</p> <p>Minibeast/Insect</p> <p>Author, Illustrator</p> <p>Present, Reflect, Share, Discuss</p>	<p><b>Making Birds:</b></p> <p>Lines, Shapes, Mark Making, Texture</p> <p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</p> <p>Observation, Close study,</p> <p>Blending, Texture</p> <p>Explore, Discover</p> <p>Transform,</p> <p>Fold, Tear, Crumple</p> <p>Collage</p> <p>Sculpture, Structure, Balance</p> <p>Texture, Personality, Character,</p> <p>Installation, Flock, Collaboration</p> <p>Present, Reflect, Share, Discuss</p>
---------------	---	---	---









<b>Year 2</b>	<b>Explore &amp; Draw:</b>	<b>Explore the World Through Monoprint:</b>	<b>Music &amp; Art:</b>
	Explore, Collect, ReSee, Imagine, Curious,	Close Looking, Pausing, Seeing & Understanding,	Music, Rhythm, Gesture, Mark Making, Listen, Respond
	Present, Re-present, arrange, composition	Listening, Reacting, Thinking, Considering	Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed,
	Photograph, Focus, Light, Shade, Colour, Pattern	Mark Making, Pressure, Line, Speed, Fast, Slow,	Line, Shape, Colour, Form, Texture, Balance,
	Observational Drawing, Close study, Draw slowly, Intention,	Experiment, Explore, Represent, Impression, Try,	Scale, Devise, Invent, Combine, Express, Try, Explore,
	Pressure, Line, Mark, Page	Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel	Design Through Making, Construct, Fasten,
	Sense of Touch	Focus, Slow, Careful, Considered, Life size, Scale,	Present, Share, Reflect, Discuss, Respond, Listen, Feedback,
	Wax resist, Graphite, Watercolour, Brusho, Pencil,	Shape, Form, Light, Dark, Shadow, Ground,	
	Mark making, Line, Tone, Shape,	Crit, Share, Reflect, Feedback, Respond	
	Reflect, Present, Share, Discuss, Feedback	Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple	
	Pattern, Sequence, Picture, Image		
	Narrative, Story, Imagination, Invent, Discover		
	Present, Reflect, Discuss, Share, Feedback		










<b>Year 3</b>	<b>Gestural Drawings with Charcoal:</b>	<b>Paint, Cloth, Thread:</b>	<b>Telling Stories Through Drawing &amp; Making:</b>
	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out
	Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.	Test, Experiment, Try Out, Reflect,	Respond Response
	Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.	Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing,	Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture
	Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,	Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash	Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality
	Drama, Lighting, Shadow, Atmosphere, Narrative	Present, Review, Reflect, Process, Outcome	Present, Share, Reflect, Respond, Feedback,
Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,	Photograph, Lighting, Composition, Focus, Intention,		
Photograph, Film, Composition, Focus, Lighting			
Present, Share, Reflect, Respond, Feedback			
<b>Year 4</b>	<b>Storytelling Through Drawing:</b>	<b>Exploring Still Life:</b>	<b>Festival Feasts:</b>
	Illustration, Inspiration, Interpretation, Original Source, Respond, Response	Still Life, Genre, Traditional, Contemporary,	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation,
	Graphic Novel, Illustrator,	Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,	Surface, Fabric, Texture,
	Poetry, Prose, Stage, Arrange	Light, Dark, Tone, Shadow, Colour, Hue, Tint,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
	Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,	Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D	Photograph, Lighting, Focus, Composition,
	Composition, Sequencing, Visual Literacy, Narrative	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	
Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,			

<b>Year 5</b>	<b>Typography &amp; Maps:</b>	<b>Making Monotypes:</b>	<b>Set Design:</b>
	Typography, Lettering, Graphics, Design,	Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate,	Set Design, Theatre, Animation, Model, Maquette,
	Communicate, Emotions, Purpose, Intention,	Mood, Sense,	Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision,
	Playful, Exploratory, Visual Impact	Layer, Combine, Multi Media	Mood, Drama, Narrative
	Pictorial Maps, Identity, Symbols,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Lighting, Composition, Foreground, Background,
	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,		Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

<b>Year 6</b>	<b>2D Drawing to 3D Making:</b>	<b>Activism:</b>	<b>Shadow Puppets:</b>
	2D Drawing	Activism	Paper cutting, Cut Outs,
	3D Object	Voice	Shadow puppets
	Packaging	Message	Performance
	Negative space	Community	Narrative
	Grid method	Poster	Character
	Scaling up	Zine	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
	Net, Typography, Graphic Design Collage	Screenprinting	
	Structure	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	
	Balance		
Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,			

Optional Enhancements/Experiences/Visits - cross curricular links

	Autumn Term	Spring Term	Summer Term
YEAR 1	<p><b><u>Discover an Artist: Wassily Kandinsky</u></b></p> <p><b>Explore:</b> Painting 'Winter Landscape'</p>  <p><u>Create a winter landscape</u></p>	<p><b><u>Discover an Artist: Andy Goldsworthy</u></b></p> <p><b>Visit/Explore:</b> The local park</p>  <p><u>Create sculpture from natural objects for the community to enjoy. Use photography to record the process.</u></p>	<p><b><u>Discover a Portrait Artist: Drouais / Sam Taylor Wood</u></b></p> <p><u>Create Self-Portraiture using Photography (and Mixed Media).</u></p> <p><a href="https://www.accessart.org.uk/putting-picture-self-portraiture-photography-mixed-media-anna-linch/">https://www.accessart.org.uk/putting-picture-self-portraiture-photography-mixed-media-anna-linch/</a></p>
YEAR 2	<p><b><u>Discover an Artist: Lowry</u></b></p> <p><b>Visit/Explore:</b> The Lowry Exhibition @ Sunderland Museum with sketchbooks</p>  <p><u>Create a visual diary</u></p>	<p><b><u>Explore Clay Sculpture</u></b></p>  <p><u>Create Dragon Eyes</u></p>  <p><b><u>Arts Award 'Discover' Certification</u></b></p>  	<p><b><u>Creating Art Outdoors</u></b></p> <p><b>Visit/Explore:</b> The local coast</p>  <p><u>Create ephemeral beach art. Use photography to record the process.</u></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR 3</p>	<p><b><u>Discover an Artist: Antony Gormley/Ray Lonsdale</u></b> <b><u>Exploring Sculpture</u></b></p> <p><b>Visit/Explore:</b> 'Angel of the North' or 'Tommy' with sketchbooks</p>   <p><u>Create a visual diary</u></p>	<p><b><u>Explore Art History</u></b></p> <p>Talking Points: Cave Art</p>  <p>A collection of imagery and sources designed to explore cave art</p> <p><a href="https://www.accessart.org.uk/talking-points-cave-art/">https://www.accessart.org.uk/talking-points-cave-art/</a></p>	<p><b><u>Explore Architecture</u></b></p> <p><u>Create a Treehouse</u></p>  <p><a href="https://www.accessart.org.uk/making-a-treehouse/">https://www.accessart.org.uk/making-a-treehouse/</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR 4</p>	<p><b><u>Explore Ancient Egyptian Artefacts</u></b></p>  <p><b>Visit/Explore:</b> Egyptian Exhibition @ Hancock Museum with sketchbooks</p> <p><u>Create a visual diary</u></p> <p><a href="https://www.accessart.org.uk/drawing-source-material-egyptian-artefacts/">https://www.accessart.org.uk/drawing-source-material-egyptian-artefacts/</a></p>	<p><b>Visit/Explore:</b> Sunderland Museum and Winter Gardens with sketchbooks</p> <p><u>Create a visual diary</u></p>	<p><b><u>Discover an Artist: Hannah Rae</u></b></p>  <p><u>Talking Points:</u> <u>Textile Art</u> A collection of sources to explore the work of Hannah Rae.</p> <p><a href="https://www.accessart.org.uk/talking-points-hannah-rae/">https://www.accessart.org.uk/talking-points-hannah-rae/</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR 5</p>	<p><b><u>Explore Landscapes</u></b></p>  <p><u>Create a Painted and Sewn Landscape</u></p>	<p><b><u>Arts Award 'Explore' Certification</u></b></p>	<p><b><u>Explore Greek Inspired Sculpture</u></b></p>   <p><u>Create a Lyre or a Clay Coil Pot</u></p> <p>Lyre <a href="https://www.accessart.org.uk/making-a-lyre-inspired-by-the-ancient-greeks/">https://www.accessart.org.uk/making-a-lyre-inspired-by-the-ancient-greeks/</a> Clay Coil Pot</p>

<https://www.accessart.org.uk/making-painted-sewn-landscapes/>



<https://www.accessart.org.uk/decorative-clay-coil-pots/>

**Explore War Time Artists: Paul Nash, Henry Moore**



Paul Nash



Henry Moore

<https://www.accessart.org.uk/world-war-1-and-the-work-of-paul-nash/>

<https://www.accessart.org.uk/pathway-henry-moore-shelter-drawings/>



**Create Peg Soldiers**

<https://www.accessart.org.uk/remembrance-day-peg-soldiers/>

**Explore Macbeth through Art\***

<https://www.accessart.org.uk/exploring-macbeth-through-art/#>

SESSION ONE: HEATH LANDSCAPES



Using charcoal to create landscapes inspired by the foreboding opening setting of Macbeth.

SESSION TWO: WITCHES' CAPES



Looking at the witches in detail, and using paper manipulation to construct paper capes.

SESSION THREE: MACBETH PORTRAITS



Developing portrait skills and learning how character can be communicated through posture.

SESSION FOUR: MACBETH POSTERS



Drawing representations of the imagery and symbolism in Macbeth posters.

SESSION FIVE: OUT DAMN SPOT!



A closer look at Lady Macbeth's descent into madness. Using water colour paints to depict bloody hands!

SESSION SIX: STORYBOARDS



Consolidating knowledge of the plot points of Macbeth through storyboarding.

\*choose one

**Explore Ancient Mayan Patterns**

Create a Mayan inspired print



<https://www.accessart.org.uk/mayan-tabletop-eraser-printing-project/>

<p><b>WHOLE SCHOOL</b></p>	<p>Remembrance Diwali Crafts Christmas Crafts/Cards/Calendars Black History Week Young Artists Summer Show (RSA)</p>	<p>Easter Bonnets Easter Egg Competition Spring Pictures</p>	<p>Sky Access All Arts Week Summer Fair Crafts</p>