

**Discipline:** Drawing, Collage, Sketchbooks

**Enquiry Question:** How can we use our whole bodies to make drawings?

What should I already know?

In Early Years children have developed Visual literacy; the skill of being able to “read” and “create” images, and of being able to attach language and meaning to visual imagery.

Knowledge and Skills Developed: Observation, Familiarity with Shapes and Shape Names, Visual Literacy, Relationship of 2d to 3d, Recording, Sharing, Reflection

New Learning/Key Concepts:

- That drawing is a physical and emotional activity. That when we draw, we can move our whole body.
- That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- That we can draw from observation or imagination.
- That we can use colour to help our drawings engage others.

Pathway Vocabulary:

Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful

Hand, Wrist, Elbow, Shoulder

Graphite, Chalk, Pen

Drawing Surface (Paper, Ground)

Oil Pastel, Dark, Light, Blending

Mark Making

Colour, Pattern

Sketchbook, Pages, Elastic Band, Measure, Size, Cover, “Spaces and Places”

Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour

Reflect, Discuss, Share, Think

Focus Artist/Art Works:

Molly Haslund



....an artist who makes drawings outside using her body as a drawing tool.

Ancient tradition - Kolam

Mediums:

Graphite stick /soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)



Cross Curricular Links:

**Science:** Uses language to support understanding of concepts of growth, human body and natural forms.

**Maths:** Explores pattern, symmetry.  
**PSHE:** Peer discussion, collaboration

Future Learning:

Appreciation that drawing is a physical and mental activity. Continue to develop making gestural drawings using whole body.

**Discipline:** Drawing, Collage, Sketchbooks

**Enquiry Question:** How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?

What should I already know?

Year 1 children were introduced to the idea that we can find inspiration from the things around us. That we can use things around us as subject matter and as materials.

New Learning/Key Concepts:

- That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.
- That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.
- That we can use the things we find to draw from, using close observational looking.
- That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.
- We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like

Pathway Vocabulary:

Explore, Collect, ReSee, Imagine, Curious,

Present, Re-present, arrange, composition

Photograph, Focus, Light, Shade, Colour, Pattern

Observational Drawing, Close study, Draw slowly, Intention,

Pressure, Line, Mark, Page

Sense of Touch

Wax resist, Graphite, Watercolour, Brusho, Pencil,

Mark making, Line, Tone, Shape,

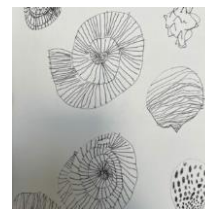
Reflect, Present, Share, Discuss, Feedback

Focus Artist/Art Works:

Rosie James  
Alice Fox

Mediums:

Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist



Cross Curricular Links:

**Geography:** Adapt to explore habitats.

**Maths:** Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.

**Science:** Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing.

**PSHE:** Peer discussion, Collaboration.

Future Learning:

Children will continue to develop understanding about where artists and ideas and inspiration. Develop visual literacy, drawing and sketchbook skills to enable an enquiring mind.

**Discipline:** Drawing, Sketchbooks

**Enquiry Question:** How can we use gestural drawing with charcoal to make drawings full of energy and drama?

What should I already know?

Pathway Vocabulary:

Focus Artist/Art Works:

Cross Curricular Links:

In EYFS and KS1 pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.

Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.

Heather Hansen, Laura McKendry, Edgar Degas

**Music & Drama:** Listen to music to influence marks and movement while children do the "Dancing with Charcoal".

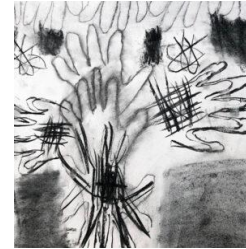
Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.

Mediums:

Charcoal, Paper, Body

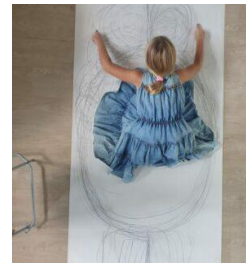
New Learning/Key Concepts:

Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.



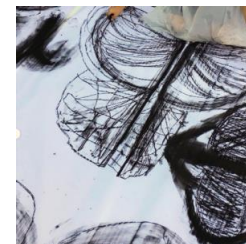
- That when we draw we can use gestural marks to make work.
- That when we draw we can use the expressive marks we make to create a sense of drama.
- That when we draw we can move around.
- That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,



Drama, Lighting, Shadow, Atmosphere, Narrative

Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,



Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback

Future Learning:

Pupils will continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Pupils will also develop their understanding of how to use light and dark within their work.

**Discipline:** Drawing, Sketchbooks

**Enquiry Question:** How can we create visual narratives inspired by poetry or prose?

What should I already know?

In KS1 children were introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration.

New Learning/Key Concepts:

- That we can tell stories through drawing.
- That we can use text within our drawings to add meaning.
- That we can sequence drawings to help viewers respond to our story.
- That we can use line, shape, colour and composition to develop evocative and characterful imagery.

Pathway Vocabulary:

Illustration, Inspiration, Interpretation, Original Source, Respond, Response

Graphic Novel, Illustrator,

Poetry, Prose, Stage, Arrange

Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,

Composition, Sequencing, Visual Literacy, Narrative

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Focus Artist/Art Works:

Laura Carlin, Shaun Tan

Mediums:

Drawing Materials, Paper



Cross Curricular Links:

**English:** Use The Jabberwocky by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice.

**History:** Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.

**Science:** Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.



**PSHE:** Supports Collaboration, Peer Discussion.

Future Learning:

Children will continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response. They will continue to explore how different artforms such as drama, music, literature can inspire artwork.

**Discipline:** Design: Typography, Drawing, Collage, Sketchbooks

**Enquiry Question:** How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?

What should I already know?	Pathway Vocabulary:	Focus Artist/Art Works:	Cross Curricular Links:
<p>In Years 3 and 4 children developed dexterity skills including mark making. They developed making skills and explored intention and how artists experience is brought to evidence in the art made.</p>	<p>Typography, Lettering, Graphics, Design,</p> <p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p>	<p>Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p>Mediums:</p> <p>Pencil, Pen, Paper</p>   	<p><b>Geography:</b> Trade links, digital mapping, ordinance survey maps, detailed sketching of maps.</p> <p><b>History:</b> Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village.</p> <p><b>Maths:</b> Pictorial representations, 2D / 3D shapes.</p> <p><b>PSHE:</b> Collaboration, Peer Discussion.</p> <p><b>English:</b> Leaflets, posters</p>
<p><b>New Learning/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>•That when designers work with fonts and layout it is called Typography.</li> <li>•That we can use the way words look to help us communicate ideas and emotions.</li> <li>•That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ul>	<p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>		<p><b>Future Learning:</b></p> <p>In Year 6 children will continue to explore relationship of 2d to 3d. Develop ideas about identity, purpose and intention. Develop dexterity skills</p>

**Discipline:** Drawing, Sculpture, Graphic Design, Collage, Sketchbooks

**Enquiry Question:** How can we transform 2d drawings into 3d objects?

What should I already know?	Pathway Vocabulary:	Focus Artist/Art Works:	Cross Curricular Links:	
<p>In Years 3, 4 &amp; 5 children explored the relationship between 2d and 3d. Explored challenges faced by working in 3 dimensions. They explored drawing and mark making skills and saw how they transfer to different disciplines and genres.</p>	<p>2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space</p>	<p>Lubaina Himid, Claire Harrup</p>	<p><b>English:</b> Create characters inspired by literature.</p> <p><b>History:</b> Create characters inspired by theme.</p> <p><b>Maths:</b> 2D and 3D shapes, measuring, symmetry, angles, plot points.</p> <p><b>PSHE:</b> Collaboration, Peer Discussion.</p>	
<p>New Learning/Key Concepts:</p>	<p>Grid method</p>	<p>Mediums:</p>		
<ul style="list-style-type: none"> <li>•That drawing and making have a close relationship.</li> <li>•That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.</li> <li>•That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.</li> <li>•That we can use methods such as the grid method and looking at negative space to help us draw.</li> <li>•That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</li> </ul>	<p>Scaling up</p> <p>Net, Typography, Graphic Design</p> <p>Collage</p> <p>Structure</p> <p>Balance</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Card, Paper, Drawing materials.</p>	<p>Future Learning:</p>	
		