

Discipline: Drawing, Collage, Sketchbooks

Enquiry Question: How can we use shape, line and colour to make collages inspired by flora and fauna around us?

What should I already know?

Early Years children have had early-stage exploration of ideas and materials

Reception - explored landscape through tactile mark-making and collage. (Imaginary Landscapes)

New Learning/Key Concepts:

- That artists can be inspired by the flora and fauna around them.
- That we can use careful looking to help our drawing, and use drawing to help looking.
- That we can use a variety of materials to make images, and that the images we make can become imaginative.
- That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.

Pathway Vocabulary:

Flora

Fauna

Line, Shape, Colour, tones, hues, tints

Observe, Graphite, Handwriting Pen

Oil Pastel, Graphite, Handwriting Pen

Collage, Painted paper, cut, tear, arrange, play, composition, elements.

Minibeast/Insect

Author, Illustrator

Present, Reflect, Share, Discuss

Focus Artist/Art Works:

Eric Carle
Joseph Redoute
Jan Van Kessel

Mediums:

Handwriting pen, Graphite, Oil pastel, Paper & Collage



Cross Curricular Links:

- English: Explore The Very Hungry Caterpillar, or books illustrated in similar style.
- Geography: Explore habitats, soil, vegetation, seasonal weathers, cities/towns/villages Use language which supports these ideas.
- Science: Identify common and wild plants, insects, food chains, life cycle, living and decay.
- PSHE: Responsibility to the planet, Collaboration, Peer Discussion.



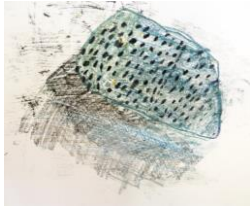
Future Learning:

Continue to develop understanding of how we can use line, shape and colour to make imagery, developing composition skills.

Understand the importance of observation and imagination in making art.

Appreciation that when we make art we can work alone or collaboratively to make work.

Discipline: Printmaking (Mono Print), Drawing, Collage
Enquiry Question: How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?

What should I already know?	Pathway Vocabulary:	Focus Artist/Art Works:	Cross Curricular Links:
<p>Early Years - Introduction to making simple prints using objects found around you.</p> <p>Year 1 - Building on the previous exploration of drawing and observation</p>	<p>Close Looking, Pausing, Seeing & Understanding,</p> <p>Listening, Reacting, Thinking, Considering</p> <p>Mark Making, Pressure, Line, Speed, Fast, Slow,</p> <p>Experiment, Explore, Represent, Impression, Try,</p>	<p>Xgaoc'o X'are Leonardo Di Vinci</p>	<ul style="list-style-type: none"> English: Link to English by asking children to draw upon their own experience for narratives. Geography: Adapt to explore habitats, continents. Maths: Use language to develop understanding of symmetry (peeling back monoprints). Science: Animals, trees, materials. PSHE: Peer discussion, Collaboration.
<p>New Learning/Key Concepts:</p> <ul style="list-style-type: none"> When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects when creating mono prints. That we can create creative responses to different stimuli and make the work our own. 	<p>Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel</p> <p>Focus, Slow, Careful, Considered, Life size, Scale,</p> <p>Shape, Form, Light, Dark, Shadow, Ground,</p> <p>Crit, Share, Reflect, Feedback, Respond</p> <p>Mono Print, Mono Type, Carbon paper, Oil Pastel,</p> <p>Colour Mixing, Secondary Colours: Green, Orange, Purple</p> <p>Pattern, Sequence, Picture, Image</p> <p>Narrative, Story, Imagination, Invent, Discover</p> <p>Present, Reflect, Discuss, Share, Feedback</p>	<p>Mediums:</p> <p>Graphite pencils, Oil Pastels, Carbon Paper</p>	
<div style="display: flex; justify-content: space-around;">  </div>			<p>Future Learning:</p> <p>KS2 - Continue to develop understanding of printmaking as series of technical skills and as an opportunity to make art.</p> <p>Develop sophistication of use of line, shape, colour as well as intention and creative decision making.</p>
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Discipline: Painting, Sewing, Drawing, Sketchbooks

Enquiry Question: How can create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?

What should I already know?

KS1 - Explored how to use gestural and experimental mark making with paint.

Introduced mark making skills in drawing (which will be transferred into stitches).

New Learning/Key Concepts:

- That artists can combine art and craft using painting and sewing together to make art.
- That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.
- That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.
- That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.

Pathway Vocabulary:

Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,

Test, Experiment, Try Out, Reflect,

Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing,

Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash

Present, Review, Reflect, Process, Outcome

Focus Artist/Art Works:

Alice Kettle
Hannah Rae

Mediums:

Fabric (Calico), Paint, Thread



Cross Curricular Links:

- Geography: Adapt your focus to create sewn landscapes/oceans according to topic.
- History: Create a sewn scene inspired by a local history event.
- Science: Explore habitats, Local environment, materials.
- Maths: Pattern, measuring.

Future Learning:

KS2 - Continue to develop understanding of printmaking as series of technical skills and as an opportunity to make art.

Develop sophistication of use of line, shape, colour as well as intention and creative decision making.

Discipline: Painting, Drawing, Collage, Sketchbooks, Relief

Enquiry Question: How can we use drawing, painting and collage skills to create still life images?

What should I already know?

KS1 - Introduced key drawing skills exploring line, shape, colour, form.

Introduced key techniques such as painting and collage.

Introduced simple observational drawing and focus.

New Learning/Key Concepts:

- That when artists make work in response to static objects around them it is called still life.
- That still life has been a genre for many hundreds of years, and is still relevant today.
- That when artists work with still life, they bring their own comments and meaning to the objects they portray.
- That we can make a still life creative response in many media: drawing, painting, collage, relief...
- That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.

Pathway Vocabulary:

Still Life, Genre, Traditional, Contemporary,

Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,

Light, Dark, Tone, Shadow, Colour, Hue, Tint,

Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D

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

Focus Artist/Art Works:

Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato

Mediums:

Acrylic or poster paint, pen, pencil, ink, clay (depending upon project chosen)



Cross Curricular Links:

- History: Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school.
- Maths: 2D and 3D shapes, Pattern (on object).
- Science: Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).

Future Learning:

KS2 - Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone).

Discipline: Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks

Enquiry Question: How can we use mono type to make a creative response to poetry or prose?

What should I already know?

Years 3 & 4 - Introduced idea that we can make a creative response to artwork, including artwork in other genres, e.g. literature.

KS1 - Introduced mono print and developed drawing skills.

Explored colour mixing

New Learning/Key Concepts:

- That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.
- That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.
- That we can combine monotype with other disciplines such as painting and collage.
- That we can make art by expressing our own personal response to literature or film.

Pathway Vocabulary:

Monotype, Artists Book, Installation

Poetry, Evoke, Response, Translate,

Mood, Sense,

Layer, Combine, Multi Media

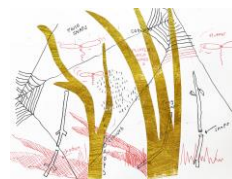
Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Focus Artist/Art Works:

Kevork Mourad

Mediums:

Paper, Ink, Carbon Copy Paper, Paint



Cross Curricular Links:

- English: Use a poem or story to inspire making your own monotype books.
- History: Make a zine about your theme or focus.
- PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.

Future Learning:

Year 6 - Develop skills in making a creative response to another stimulus.

Develop mark making and colour skills and experience of working in mixed media work.

Develop articulation skills.

Year 6 Spring Pathway: Activism

Explore how artists use their skills to speak on behalf of communities.
Make art about things you care about

Discipline: Printing, Collaging, Drawing

Enquiry Question: How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?

What should I already know?

Years 3, 4 & 5 - Explored how artists bring their own experience to their work.

Understood that artists have responsibilities in the way they act in the world, depending upon the discipline in which they work.

New Learning/Key Concepts:

- That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.
- That artists acting as activists often use print because it allows them to duplicate and distribute their message.
- That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.
- That through art as activism we can come together.

Pathway Vocabulary:

Activism
Voice
Message
Community
Poster
Zine
Screenprinting
Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Focus Artist/Art Works:

Luba Lukova
Faith Ringgold
Shepard Fairey

Mediums:

Paper, Pen, Paint



Cross Curricular Links:

- History: Look at the messaging from WW2 posters.
- Science: Environmental changes, deforestation.
- PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

Future Learning: