

Year 1 Summer Pathway: Making Birds

Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.

Discipline: Sculpture, Drawing, Collage

Enquiry Question: How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?

What should I already know?

Early Years children have had early-stage exploration of ideas and materials. Through access to junk modelling children have combined/joined materials. Children in nursery have explored feathers and birds of prey.

New Learning/Key Concepts:

That there is a relationship between drawing & making – we can transform 2d to 3d.

That we can use observational drawing and experimental mark-making together to make art.

That we can work from similar stimulus or starting point but end up with very different individual results.

That the individual results can then be brought together to make a whole artwork.

Pathway Vocabulary:

Lines, Shapes, Mark Making, Texture

Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil

Observation, Close study,

Blending, Texture

Explore, Discover

Transform, Fold Tear Crumple

Collage Sculpture, Structure,

Balance Texture, Personality,

Character, Installation Flock

Collaboration Present, Reflect, Share, Discuss

Focus Artist/Art Works:

Andrea Butler + (see pathway)

Mediums:

Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, cardboard or foamboard,



Cross Curricular Links:

- Geography: Use language which supports understanding about continents (migration), maps, habitats.
- Maths: Explore the relationship between 2D/3D shapes, weight, measuring.
- Science: Explore birds, habitats, seasons, food chain
- PSHE: Supports Peer Discussion, Collaboration, Responsibility to the planet.

Future Learning:

Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other

Discipline: Drawing, Making, Sketchbooks

Enquiry Question: What is the connection between art and music? How can we use one to inspire the other?

What should I already know?

Early Years - Introduced the idea that art can bring people together, and that we can create our own contribution to a larger project. Introduced idea that we can move between disciplines: drawing, painting, making.

New Learning/Key Concepts:

That artists sometimes use sound to inspire their work.

That artists sometimes work in partnership with musicians.

That we can use both aural and visual senses to make art.

That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive.

That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.

Pathway Vocabulary:

Music, Rhythm, Gesture, Mark Making, Listen, Respond

Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed,

Line, Shape, Colour, Form, Texture, Balance,

Scale, Devise, Invent, Combine, Express, Try, Explore,

Design Through Making, Construct, Fasten,

Present, Share, Reflect, Discuss, Respond, Listen, Feedback

Focus Artist/Art Works:

Kandinsky, Various "Projection Mapping" artists

Mediums:

Paper, Drawing Materials, Paint, Construction Materials



Cross Curricular Links:

- Geography: Adapt the music you listen and draw to, according to geographical region or continent to help develop sense of place.
- Science: The 5 senses, the human body, materials.
- Music: Rhymes and chants, musical instruments, combining sounds.
- PSHE: Explore the music made from instruments from other countries, Collaboration, Peer Discussion.

Future Learning:

KS2 - Continue to provide opportunities where pupils work collaboratively to make artwork, or work on their own piece inspired by a sense of community. Continue to develop skills which enable pupils to feel comfortable with moving between disciplines and artforms. Continue to develop mark making, imagination, intention and making skills.

Discipline: Drawing, Sculpture, Sketchbooks

Enquiry Question: How can we create 3 dimensional characters inspired by characters in film and fiction?

What should I already know?

KS1 - Introduced idea that sculptures can have “characters” and “personality” created by form, texture, and colour. Introduced basic making skills through Design Through Making, including basic experience putting materials together (and using tools) into one constructed piece. Understanding that we can react (as humans) to what we all create.

New Learning/Key Concepts:

- That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.
- That through making work in another medium we can make the work our own, re-interpreting and re-inventing.
- That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.

Pathway Vocabulary:

Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response

Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture

Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality

Present, Share, Reflect, Respond, Feedback,

Photograph, Lighting, Composition, Focus, Intention,

Focus Artist/Art Works:

Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake

Mediums:

Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).



Cross Curricular Links:

- English: Link to “character” books such as Roald Dahl’s Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making.
- Science: Materials, animals, micro habitats.
- Maths: 2D/3D shapes, measuring, weight.
- PSHE: Responsibility to the planet, collaboration, peer discussion

Future Learning:

KS2 - Develop idea that we can create our own art, inspired by art made by other people. Develop making skills, including knowledge about material choice, method, construction etc and growing experience to understand how to push a piece of sculpture based upon original intention and outcome

Discipline: Sculpture, Painting, Drawing, Collage, Sketchbooks

Enquiry Question: How can we use the skills we have learnt in drawing, painting, making and collage to create artwork which celebrates the food we eat?

What should I already know?

KS1 - Introduced basic drawing, painting, making and collage skills. Introduced idea that we can come together to create art which represents us all

New Learning/Key Concepts:

- That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.
- That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.
- That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.
- That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together

Pathway Vocabulary:

Viewpoint, Relationship 2D 3D, Transform, Graphics,

Design Through Making, Construct, Contribute, Artwork, Installation,

Surface, Fabric, Texture,

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

Photograph, Lighting, Focus, Composition,

Focus Artist/Art Works:

Claes Oldenberg, Lucia Hierro, Nicole Dyer

Mediums:

Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc)



Cross Curricular Links:

- History: Look at the food grown during the time of your chosen civilisation topic e.g. Iron Age farming.
- Science: Soil, room to grow, nutrition, food groups, environmental changes.
- PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion. Look at foods from different religious ceremonies.

Future Learning:

KS2 - Continue to develop skills. Continue to explore ways in which we can contribute and collaborate, as individuals, to wider artistic projects

Year 5 Summer Pathway: Set Design

Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.

Discipline: Set Design, Making, Drawing, Sketchbooks

Enquiry Question: How do artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?

What should I already know?

Years 3 & 4 - Introduced idea that we can make work inspired by, and to support, other artforms. Introduced a playful approach to design (Design through Making). Developed dexterity and making skills, including the use of tools.

New Learning/Key Concepts:

- That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation).
- That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.
- That we can create our own "sets" to create models for theatre design, or backgrounds for an animation.
- That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.

Pathway Vocabulary:

Set Design, Theatre, Animation, Model, Maquette,

Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision,

Mood, Drama, Narrative

Lighting, Composition, Foreground, Background,

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

Focus Artist/Art Works:

Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson

Mediums:

Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials



Cross Curricular Links:

- English: Create set designs inspired by your chosen play or book (for example Esio Trot).
- History: Create a 'scene' inspired by your chosen civilisation topic e.g. a Roman amphitheatre.
- Science: Light, shadow.
- Music & Drama: Link to projects in Music and Drama.
- PSHE: Collaboration, Peer Discussion.

Future Learning:

Year 6 - Develop use of models as way to explore imaginative thinking. Increase scale of making. Develop interpretation skills. Develop understanding of interplay between disciplines and artforms.

Discipline: Making, Drawing, Sketchbooks

Enquiry Question: How can we adapt traditional techniques of makers, and transfer them to create our own narratives?

What should I already know?

Years 3, 4 & 5 - Explored a variety of drawing and making skills. Explored how artforms rely on each other and are inspired by each other. Explored how we can work alone or collaboratively to make art. Explored how we can bring our own selves to our work for the enjoyment of others.

New Learning/Key Concepts:

- That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories.
- That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.
- That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.
- That we can work in collaboration with others to make a shared experience.

Pathway Vocabulary:

Paper cutting, Cut Outs,
Shadow puppets
Performance
Narrative
Character

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

Focus Artist/Art Works:

Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillip Otto Runge, Pippa Dyrлага, Thomas Witte

Mediums:

Paper, Construction Materials



Cross Curricular Links:

- English: Use literature to inspire narrative.
- History: Create a narrative around area of focus.
- Science: Human body, animals, light and shadow.
- Music & Drama: Be Inspired, or make a creative response to, existing productions/themes.
- PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

Future Learning: