

This curriculum maps provide a structure for what our pupils will learn at Ingol CPS. The curriculum map sets out our expectations for the knowledge, skills and attributes that we want our pupils to achieve. It sets out the diverse array of artists, architects, craftspeople, and designers, both historical and contemporary that our pupils will be introduced to. We use the scheme Access Art to plan our activities and cover all the skills the children require.

EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Drawing:</p> <ul style="list-style-type: none"> • Draw things they like and learn to draw for pleasure and relaxation • Draw from imagination and observation • Record ideas, thoughts, feelings and draw for narrative reasons • Draw in different ways to create different effects • Develop control and confidence when drawing using a range of materials. • Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. • Learn to tonally shade areas and shapes as neatly and carefully as they can. <p>Printing:</p> <ul style="list-style-type: none"> • Experiment with tools and techniques: - Create prints using everyday or natural items like: Leaves, sponges, corks, building blocks, my hands and feet. - Try different methods like stamping, rolling, pressing, and rubbing. • Understand properties of materials: - Observe how different textures and surfaces affect the print outcome. - learn how paint behaves on different materials (e.g. thick vs. thin) 	<p>Collage</p> <ul style="list-style-type: none"> • Handle and manipulate a variety of materials • Tear paper to make a collage • Start to layer materials so there are no gaps <p>Painting:</p> <ul style="list-style-type: none"> • Learn how to hold and control a paintbrush • Learn to blend colours in a palette or on the painting surface • Learn how to look after brushes and equipment • Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. • Learn fundamental colour mixing using primary colours • Play with colours, experimenting to 'discover' new colours • Try to mix colours to match images from paintings or books etc. • Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment • Use a range of paints including ready mix, water colours and powder paint. • Paint patterns & add things to paint to make textures such as sand, grit, salt <p>Digital Media:</p> <ul style="list-style-type: none"> • Take photographs with digital cameras, learning to focus & position what they see then apply filters to the results
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Reception Key Learning Linked to Artistic Development - Creating with Materials:

- Aesthetic awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.
- Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.
- Communication – talk about what they are creating, can explain the processes, techniques and materials/ media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.
- Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.
- Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
- Evaluation – Share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Finding Circles</p> <p>Observation, Familiarity with Shapes and Shape Names, Visual Literacy, Relationship of 2d to 3d, Recording, Sharing, Reflections</p>	<p>Painting</p> <p>To respond to Cezanne still life paintings, thinking about the artist's choice of subject and composition.</p>	<p>Collage – Imaginary Landscapes</p> <p>Children to make marks directly into paint using their fingers and other mark-making tools. They then use these painted sheets to create an imagined landscape, by cutting and ripping the paper into different shapes, resulting in individual and creative collages.</p>	<p>Textiles</p> <p>Prop making, children to make clothes for their pets. Developing skills such as dexterity, handeye coordination, creating narratives and nurtures pupils curiosity about the world around them.</p>	<p>Collage</p> <p>Painting</p> <p>Children to use a water colour technique to create a colourful galaxy scene.</p>	<p>3D sculpture</p> <p>Children to create insect hotels using natural materials sourced from their local area. Children to create drawings inspired by their insect hotels, experimenting with different materials and markmaking</p>

<p>Observation and Imaginative Drawing of shells – children to engage with these contrasting drawings methods and to compare and observe the results.</p>	<p>To become familiar with vocabulary such as: composition, texture, colour, shape and mood.</p> <p>To be independent in their selection of objects, creative composition and photography – they are the artist!</p> <p>To view everyday objects, form a fresh perspective; looking closely and noticing details.</p> <p>Collaging with wax crayon rubbings</p> <p>Children to explore the world around them in new and exciting ways. Pupils will go onto create a collage from their rubbings, promoting skills such as mark-making and dexterity, as well as nurturing their curiosity about textures and surfaces in the world.</p>		<p>Painting – Children to create observational paintings of daffodils</p> <p>-</p>		<p>Drawing – Children to create their own fossils by drawing on pebbles and flint.</p> <p>Painting with string – Father's Day cards</p> <p>Children to develop dexterity, understanding of line and also building up colour recognition skills.</p>
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National curriculum – KS1

The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Drawing Journey – KS1 and KS2

Children will complete simple daily drawing activities to build their drawing skills. Class teachers to select activities from the examples given... <https://www.accessart.org.uk/drawing-journey-children-5-7-exercises/>
 Children to be taught about different drawing tools... ink, coloured pencils, chalk pastels, charcoal, pens, pencils and graphite. <https://www.accessart.org.uk/drawing-journey-children-introducing-materials/>
 Children will explore various types of drawings... <https://www.accessart.org.uk/drawing-journey-children-5-7-projects/>
 Children will be inspired by different artists who draw... <https://www.accessart.org.uk/drawing-journey-children-5-7-inspiration/>
 Children will learn to understand assessment in relation to drawing... <https://www.accessart.org.uk/drawing-journey-children-5-7-assessment/>

<u>Year One - Autumn</u>	<u>Year One – Spring</u>	<u>Year One - Summer</u>
<p>Spirals Drawing, Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. 	<p>Flora and Fauna Drawing, Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • 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. 	<p>Playful Making Sculpture, Drawing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That when we make art in 3 dimensions it is often called Sculpture. • That we can generate ideas through playful exploration.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • That we can build understanding of the properties of materials through manipulation. • That making sculpture is a partnership between materials, ideas, hands and tools. • That we can reflect upon our intention when we see our ideas made physical.
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Key vocabulary
Spirals, observational, mark making, materials, sketching, collage, drawing, sculpture, 3D, manipulation, physical, texture, light, dark, shading, artist, explore, tear, crumple,

Suggested tasks and clips

<ul style="list-style-type: none"> • Invite children to use their whole body to create large scale "Spiral Drawings". • Use soft B pencils or graphite sticks, work on large A2 sheets of paper. • Invite students to experiment with different materials – graphite sticks, soft B pencils, handwriting pens, chalks. Create large scale drawings. • Make spiral drawings to music. • Stand up and work in the playground using chalk. or Juxtapose emotions • Create a "Snail Drawing" on a large square of white cartridge paper or black sugar paper, using chalk and oil pastels. • Experimental Mark-Making with Water Soluble Pens • Watch Drawing Spirals (accessart.org.uk) • Observational Drawings using Continuous Line • Snail Drawing • Drawing Source Materials: Shells 	<ul style="list-style-type: none"> • Make drawings in their sketchbooks of their favourite artworks as a way of enabling them to start to build a collection of "experiences" in their sketchbook • make drawings of the insects, working in their sketchbooks. Pause the films at various points, and invite the children to verbally describe what they see, what they notice, before inviting them to make sketches in their books. • children to make individual mini beast collages using oil pastels, handwriting pens, graphite. • Discuss Eric Carle and his type of artwork • Talking Points: Artists Inspired by Flora & Fauna • Drawing Source Material: Insects (accessart.org.uk) • Talking Points: Eric Carle 	<ul style="list-style-type: none"> • Watch close up videos of birds, work in their sketchbooks to make drawings of birds. • pupils to make drawings of various timed lengths, before moving on to the next paused image/drawing. • Blind drawing feathers • Sketching feathers • pupils will explore what happens when you fold, tear, crumple paper and start to manipulate it towards 3d forms. • Make small bird sculptures • Red to Green: Taking Rubbings and Making Compositions (accessart.org.uk) • Drawing Source Material: Birds (accessart.org.uk) • Creating Decorative Designs From Birds: Mark Making, Texture and Pattern by Andrea Butler (accessart.org.uk)
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<u>Year Two- Autumn</u>	<u>Year Two - Spring</u>	<u>Year Two- Summer</u>
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<p>Explore and Draw Drawing, Collage Key Concepts:</p> <ul style="list-style-type: none"> • 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. 	<p>Expressive Painting, Painting, Key Concepts:</p> <ul style="list-style-type: none"> • That artists sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page. 	<p>Stick Transformation Project Making, Drawing, Key Concepts:</p> <ul style="list-style-type: none"> • That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. • That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world.
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	<u>Key vocabulary</u>	Shape
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Natural Seasonal Patterns Symmetry Artist Explore Curiosity Area Nature Senses Environment	Expression Shapes Style Creation Colour Visual Primary Secondary	Construct Respond Focus Model Line Design Present Angle Perspective Source
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Suggested tasks and clips

<ul style="list-style-type: none"> Watch the video of the artists (Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Alice Fox) and discuss how they create their work using inspirations from the outside world Make notes around different artists – what they create and how they create their work Collect sticks, grass and stones to create their own creation in nature – take a photo of what they have created Using some pictures of objects from inside and outside of our classroom the children can create a grid of the pictures as a collage Using different media the children need to create a continuous line drawing Using more objects from outside the children need to create an Autumn drawing – adding detail to their picture (detail on twigs, leaves etc) <p>Patterns with Nature (accessart.org.uk)</p> <p>Continuous Line Drawing Exercise (accessart.org.uk)</p> <p>“Feely Drawings” or Drawing by Touch – a 5 minute drawing exercise (accessart.org.uk)</p>	<ul style="list-style-type: none"> Watch the videos of the artists (Marela Zacarias & Charlie French) for expressive painting – discuss how they use paint and how they create their work Make notes around the artists and create a small replicate of the artists work in their book using the colours/style they have used Compare the two artists and say which they preferred and why Identify primary and secondary colours – mix secondary colours and put on a colour wheel to represent Create a picture using shapes and patterns for primary and secondary colours Have a range of tools the children can use for painting and let them use them to create a picture using paint Look at some abstract pictures and children can plan and create their own abstract picture using paints <p>“Talking Points: Marela Zacarias”</p> <p>“Talking Points: Charlie French”</p>	<ul style="list-style-type: none"> Children to choose a seed/source that they will use to create their own shoot and root creation – look at the example together and discuss what we could use Create their shoot and root creation After watching the clip of the stickman the children can design their own stickman Collect resources (sticks, wool etc) for their stickman All children to create their own stickman using the resources they have chosen Compare their stickman to the design they did Evaluate their work on the stickman Collect resources for creating a treehouse. Look at a variety of treehouses together and plan out what they could do Children to use their design to create a treehouse structure <p>“Roots and Shoots” https://vimeo.com/171990099</p>
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National Curriculum – KS2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas *
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Year Three - Autumn	Year Three- Spring	Year Three - Summer
<p><i>Gestural Drawing with charcoal Drawing, Sketchbooks</i></p> <p>Key Concepts:</p>	<p>Working with shape and colour Printmaking (Stencil/Screen Print), Collage</p> <p>Key Concepts:</p>	<p><i>Telling Stories through drawing and making. Drawing, Sculpture, Sketchbooks</i></p> <p>Key Concepts:</p>

- 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.

- That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element.
- That we can arrange shapes to create exciting compositions.
- That we can build up imagery through layering shapes.
 - That we can use collage to inspire prints.

- 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.

Suggested tasks and clips

Link to AccessArt drawing exercise – watch videos on how to create a drawing in 10 minutes using different methods i.e:

- Line
- Sketch
- Rubbing

<iframe title="vimeo-player" src="https://player.vimeo.com/video/647708850?h=80ebf58917" width="640" height="360" frameborder="0" allowfullscreen></iframe>

- Watch a video on the life and work of Georgia O'Keefe

https://www.youtube.com/watch?v=TD5T04AYwaY&ab_channel=ComicKidsInc

- Look at O'Keefe's work on shells, discuss and evaluate

- Experiment with the types of marks to make with charcoal, using hands as well as the charcoal.
- Make loose, gestural sketches using my body (hands)
- Use light and dark tonal values in my work, to create a sense of drama.
- Take photographs of own work and evaluate with peers and own work

Look, discuss and evaluate with own opinions artwork by Richard Hamilton (Pop Art):

https://www.youtube.com/watch?v=DhEyoDCTSDQ&t=100s&ab_channel=TateKids

And Henri Matisse (collaging and use of colour):

https://www.youtube.com/watch?v=hy4DUpsC22c&ab_channel=KirstenBrunner

- Looking at artworks by the above artists, discuss shape, colour and composition
- Look at colours taken from 101 Dalmatians story
- Discuss what materials to use for collages
- Set out 'base layer' using materials such as sugar paper, tissue paper, card, other coloured paper and newspaper
- Cut out 'elements' in order to go over base layer
- Pick pictures taken from 101 dalmatian to add to layering
- Use paint to add effects to layers
- Use oil pastel to add more effects to collage
- Exhibit within class for peers to see.

- Introduce works of illustrators and animators (link to Computing when looking at animation

<https://vimeo.com/576751998?p=1s>

<https://www.accessart.org.uk/rosie-hurley-esio-trot/7>

- To practice drawing a cartoon version of an animal based on illustrations from stories.

Link to 'Making Visual Notes' -

<https://www.accessart.org.uk/visual-notes/>

- Look at illustrations created by Quentin Blake and create own versions of the same illustration:

<https://www.accessart.org.uk/exaggerating-to-communicate/>

- Create drawings based on animals drawn in 'The Tin Forest'

- Children to use newspaper to create the initial sculptures of animals based in 'The Tin Forest'

- To use modroc to wrap around the initial sculpture using gentle and sculpting techniques

<https://www.accessart.org.uk/year-3-roald-dahl-quentin-blake-homework/>

- To paint the dried modroc sculptures using acrylic paint, adding texture, animal parts and characterisation

- To exhibit artwork to peers and self-evaluate own work.

<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
Gesture Medium Expression Artforms Subject matter Sculpt	Shape Technique Inspiration	Drama Sculpture Tone Characterisation Depth Narrative Movement Illustration Focus Animation
		Colour Composition Element Collage Negative
		Explore Convey Layering Line Base
		Positive Construction Texture Modelling

Year Four - Autumn	Year Four- Spring	Year Four- Summer
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<p><u>Storytelling through drawing</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> 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. 	<p><u>Exploring Still Life</u> <u>Painting, Drawing, Collage, Relief</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> 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 it 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. 	<p><u>Festive Feasts</u> <u>Sculpture, Painting, Drawing, Collage, Sketchbooks</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> 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.
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<u>Key vocabulary</u>		
Text Line Shape Colour Sequence Imagery Illustrator Graphic novelist Accordion book	Static objects Still life Composition Negative Space Foreground Clay relief Traditional Contemporary	Sculpture Media Scales Consolidate Instillations Festival Celebration

<u>Suggested tasks and clips</u>

<ul style="list-style-type: none"> Watch the talking points videos about Laura Carlin and Sean Tan, making visual notes in their sketchbook around a photo of each artist. Write some facts/key information about each artist on their page. Invite children to use toys, poetry and their own text to “Draw Stories” using different types of pencils and coloured pencils. Watch the “illustrating the Jabberwocky” video to demonstrate how to tell a story through drawing and text. 	<ul style="list-style-type: none"> Introduce the artist Paul Cezanne. Use the talking points resource to explore his still life paintings. Capture elements of his artwork in sketchbooks around a picture of the artist and write some facts and key information. Use the “See three shapes exercise” to enable children to identify simple shapes in the objects they are drawing and use one material to create different lines and textures. 	<ul style="list-style-type: none"> Explore the sculptures of Claes Oldenburg and Lucia Hierro, using the “Talking points” videos to make visual notes and record facts around a picture of each artist. Use the “show me what you see” technique to visually explore food. Children will draw a selection of cakes in their sketchbooks using different materials such as pen, ink, oil pastel, watercolour and pencil.
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<ul style="list-style-type: none"> Using a preselected poem (rich in evocative imagery), create a comic strip using text and pictures to tell the story. Use sketching, pencils or charcoal to illustrate and cut chosen text out of a pre-printed document. <p>Talking Points: Laura Carlin</p> <p>Talking Points: Shaun Tan</p> <p>Making Visual Notes</p> <p>Draw Stories</p> <p>Illustrating The Jabberwocky</p>	<ul style="list-style-type: none"> Explore the work of contemporary and traditional still life artists using “Talking points: contemporary still life” and “Talking points: Flemish painters” to prompt discussion. Make visual notes in their sketchbooks to reflect on the work. Create a still life composition of fruit in sketchbooks using oil pastels to add colour and texture to their artwork. Select an interesting section of this composition to replicate onto a square, clay tile. Particular attention should be paid to creating texture on their tiles. When the clay tiles have dried, paint them using acrylic paint-replicating the colours used on their original composition. Varnish the painted tiles using a PVA glue and water mix. <p>Talking Points: Cezanne</p> <p>Show Me What Your See</p> <p>Making Visual Notes</p> <p>See Three Shapes</p> <p>Four Colour Gestural Drawing Exercise</p> <p>Talking Points: Contemporary Still Life</p> <p>Talking Points: Flemish Painters</p> <p>Clay Fruit Tiles</p>	<ul style="list-style-type: none"> Create a sculpture of a jar or tin using card/paper, paint and pencil crayons. This will contribute to a classroom shop instillation. Children to complete a “Communal picnic” activity. Using images of picnic food to inspire them, they will draw their chosen food directly onto a tablecloth/piece of fabric to create a class picnic. <p>Talking Points: Claes Oldenburg</p> <p>Talking Points: Lucia Hierro</p> <p>Making Visual Notes</p> <p>Drawing Source Material: Food</p> <p>Show Me What You See</p> <p>Paint Your Corner Shop</p> <p>Communal Picnic</p>
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<u>Year Five - Autumn</u>	<u>Year Five- Spring</u>	<u>Year Five- Summer</u>
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<p><u>Set Design, Making, Drawing, Sketchbooks</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> 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 dram 	<p><u>Typography and Maps</u> <u>Typography, Drawing, Collage</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	<p><u>Mixed Media Land and Cityscapes</u> <u>Painting, Drawing,</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.
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Key vocabulary

<p>Set Design: scale, structure, stability, light, shadow, contrast, materials, layers, 3 dimensional</p> <p>Typography: curved, straight, symmetry, font, collage, visual elements, environment, 2 dimensional, layer, digital mapping, ordinance survey, annotate</p> <p>Mixed media, land and cityscapes: Graphite, charcoal, oil pastels, combine, hatch, cross hatch, stipple, scumbling, shade, shadow, light, dark, experiment, explore, journal, environment, habitat</p>

Suggested tasks and clips

<ul style="list-style-type: none"> • Make visual notes linked to Rae Smiths set design – War Horse (video https://www.accessart.org.uk/talking-points-rae-smith/) • Experiment a range of sketch methods using charcoal • Use shoe boxes, mini figures and a torch to experiment with lighting in set design. Children then sketch what they observed thinking about positioning and shadows • Choose one of the descriptive extracts from the Wild Boy book. Discuss with a partner what would be in the scene/ on set and then plan out design thinking about textures/ props and positioning. • Build a set out of a range of resources, firstly without colour then add colour and texture. • Create an art exhibition using the sets and open sketch books. Children to look at each other's work, analyse, Discuss and feedback. Did everyone meet the LO? 	<ul style="list-style-type: none"> • Watch short clip explaining Typography, Talking Points: What is Typography? <p>Talking Points: Louise Fili then watch the video about louise fili create a spider diagram about her</p> <ul style="list-style-type: none"> • Children to use black paper to cut out the letters of their name thinking about the style of font • Create a 'food' sketch in the style of louise fili (label to include typography) • Watch map of days video and discuss Talking Points: Grayson Perry. A Map of Days children then to write a 2 bullet point lists (what images will they include, what words will they include) • Complete a map (over 2 weeks) that is all about them and contains various styles of typography. 	<ul style="list-style-type: none"> • Compare land and cityscapes by Vanessa Gardiner & The Shoreditch Sketcher • Creating sketch books and making notes Kitty Jones mixed media • Sketch a UK endangered species (Kitty Jones) choose from bee, puffin, Atlantic salmon and Manx shearwater • Create a watercolour background that includes text. • Perspective art, city scape. Using a range of media
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Year Six - Autumn	Year Six- Spring	Year Six- Summer
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<p>2D drawing to 3D making Drawing, Sculpture, Graphic Design, Collage Key Concepts:</p> <ul style="list-style-type: none"> • That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • 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. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<p>Print and Activism Printing, Collaging, Drawing Key Concepts:</p> <ul style="list-style-type: none"> • 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. 	<p>Shadow Puppets Making, Drawing, Key Concepts:</p> <ul style="list-style-type: none"> • 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.
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Key vocabulary

2D Drawing to 3D Drawing – 2D Drawing, 3D Object, Packaging, Net, Typography, Graphic Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Activism – Activism, Voice, Message, Community, Poster, Zine, Screen-printing, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences.

Shadow Puppets – Paper cutting, Cut outs, Shadow Puppets, Performance, Narrative, Character, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Suggested tasks and clips

- Make notes on artist Claire Harrup
<https://www.accessart.org.uk/which-artists-claire-harrup/>
- Annotate artists work to give opinions of what they like and don't like
- <https://www.accessart.org.uk/talking-points-packaging-design/> - look at some packaging designs and chn to make choices on which they would most likely pick up and why
- Chn to find a food packaged design they'd like to recreate (from ones the chn have brought in)
- Chn to annotated the original packaging of what they like and what they want to change
- <https://www.accessart.org.uk/redesigning-food-packaging/> - look at how some packages have been redesigned and what materials have been used
- Chn to design their new packaging design and annotate and label to snure they know which colours and materials they'll be using
- Chn to make their new packaging onto a net to form a 3D model
- Chn to analyse what they have done to reflect on what went well and what didn't

- Explore the work of Shepard Fairey
<https://www.accessart.org.uk/talking-points-shepard-fairey/>
- Chn to find their voice and what they care about – use <https://www.accessart.org.uk/find-your-message/> to support chn in finding their message
- Chn to design their own activism poster and annotate to ensure they know what colours and what should be present on their poster
- Chn to begin to collage their background of their poster
<https://www.accessart.org.uk/teenagers-make-propaganda-art-inspired-by-shepard-fairey/>
- Chn to begin making their stencils for things they would like to screen print onto their poster
- Evaluate what went well and what didn't go well and what they would do differently

- Explore Lotte Reiniger and make notes based on her work
<https://www.accessart.org.uk/talking-points-lotte-reiniger/>
- Explore Phillip otto Runge and make notes based on his work
<https://www.accessart.org.uk/talking-points-paper-cut-outs/>
- Chn to annotate their work and decide what they like and what they don't like
- <https://www.accessart.org.uk/shadow-puppets-and-whiteboards/> - chn to look at other shadow puppets made by other Y6 children and analyse what's good and what's not so good
- Chn to choose an animal and design what they would like to create, reminding them that is it a shadow puppet so it needs to be visible via a shadow
- Chn to create their shadow pupped and evaluate what went well and what didn't