



# Progression of Skills, Understanding and Knowledge in Art and DT

Art & DT	EYF5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
		<b>Stage 1</b>		<b>Stage 2</b>		<b>Stage 3</b>		<b>Stage 4</b>		<b>Stage 5</b>
<b>Drawing &amp; Sketchbooks</b>		<p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p> <p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p style="color: #FFD700; font-weight: bold;">Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>	<p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p>	<p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p style="color: #FFD700; font-weight: bold;">Laura Carlin, Shaun Tan</p>	<p>Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.</p> <p>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p>	<p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Pupils will explore the colours and patterns on different types of food packaging. They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p> <p>Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p> <p style="color: #FFD700; font-weight: bold;">Lubaina Himid, Claire Harrup</p>	<p>That drawing and making have a close relationship.</p> <p>That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.</p> <p>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.</p> <p>That we can use methods such as the grid method and looking at negative space to help us draw.</p> <p>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> <p>This pathway contains two choices: 1) working towards a piece of sculpture, or 2) working towards graphic design/packaging.</p> <p>Both options allow children to explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object.</p> <p>Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece.</p> <p>The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing.</p> <p>The graphic design packaging project includes typography</p>			





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Drawing & Sketchbooks			<p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Edgar Degas, Laura McKendry, Heather Hansen</i></p>			<p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p><i>Louise Fili, Grayson Perry, Paula Scher</i></p>			





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<b>Print, Colour, Collage</b>		<p>Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line. Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.</p>	<p>Pupils will visually explore chosen artwork in class using the ‘Show Me What You See’ technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>Pupils will explore the idea of ‘painting with scissors’ taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p>	<p>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion. Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as “parallel”. They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p>	<p>Pupils will become familiar with the term ‘monotype’. They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook.</p> <p>Pupils will be reminded of the vast array of marks available to them through looking at others artist’s work. They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.</p> <p>Pupils will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words.</p>	<p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</p> <p>Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will work in sketchbooks to explore their own voice and message.</p> <p>Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p style="color: #FFC000; text-align: center;"><b>Luba Lukova, Faith Ringgold, Shepard Fairey</b></p>	<p>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. In this pathway children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. There is then a choice of projects: the class can either make posters or zines, using using collage, print and drawing. Medium: Paper, Pen, Paint</p> <p style="color: #FFC000; text-align: center;"><b>Artists: Luba Lukova, Faith Ringgold, Shepard Fairey</b></p>			



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<p><b>Print, Colour, Collage</b></p>		<p>Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique. Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p style="color: #e6b800;">Xgaoc'o Xare</p>	<p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p> <p>I can add to my collage using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work.</p> <p>I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> <p style="color: #e6b800;">Matisse, Claire Willberg</p>	<p>Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. They will take photos of their work thinking about focus and light.</p> <p style="color: #e6b800;">Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p>They will use these components to capture the mood of the poem. Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p style="color: #e6b800;">Kevork Mourad</p>				



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<p>Working in 3 Dimensions</p>	<p>Pupils will become familiar with the term ‘architecture’. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.</p> <p>Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.</p> <p>Pupils will use the ‘design through making’ approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Hundertwasser, Zaha Hadid, Heatherwick Studios</b></p>	<p>Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.</p> <p>Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.</p> <p>Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour.</p>	<p>Pupils will become familiar with the term ‘plinth’, and the concept behind it. They will explore a variety of artists who use plinths in their work. They will consider the context and presentation. Pupils will make visual notes in sketchbooks in response to what they see and think.</p> <p>Pupils will be introduced to a sculptor. They will respond through class discussion and visual notes in sketchbooks. Pupils will explore clay as a ‘short term’ construction material to make clay figurative sketches. Through this they will begin thinking about the distinctions between ‘audience’ and ‘art’.</p> <p>Option1: Pupils will curate, photograph and build their own pocket-sized gallery. They will be both artists and curators, engaging in conversations about “intention”, “curation” and reflection.</p>	<p>Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings</p> <p>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.</p>	<p>Pupils will make an elastic band sketchbook using white paper and cardboard.</p> <p>They will identify and explore colour within the sketchbooks.</p> <p>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might respond in different ways to colour.</p> <p>Pupils will create visual responses to artists’ work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.</p> <p>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.</p> <p>Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form.</p>	<p>That as humans we react emotionally to colour.</p> <p>That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.</p> <p>In this pathway pupils are enabled to explore colour in a very personal and intuitive way.</p> <p>Taking inspiration from artists who use colour, light and form to create immersive installations, pupils are encouraged to create (propose) their own art work. They are enabled to imagine “what if...?” and encouraged to share their vision or imagining with others through mock-up artworks and models. Recognising pupils growing ability to articulate their thoughts, and understand that we can use art to bring people together through sharing common experiences, such as how our bodies and minds react in certain colourful environments, pupils are empowered to create their own response to simple sculptural challenges.</p> <p>Pupils use sketchbooks throughout to record, test and reflect.</p> <p>Medium: Paper, Card, Paint, Light (coloured filters)</p> <p><b>Artists: Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</b></p>			





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Working in 3 Dimensions			<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Rosie Hurley, Inbal Leitner, Roald Dahl , Quentin Blake</b></p>	<p>Option 2: Pupils will work in small teams to respond to the Fourth Plinth Challenge. They will use sketchbooks to come up with creative ideas about how they might use a “plinth” in the school.</p> <p>Option 3: Pupils will make dynamic figures which stand on a plinth, built up from one single wire. Pupils will think carefully about their positioning of the figures. They will make notes in their sketchbook about their decision making, including fabric swatches and diagrams.</p> <p>Option 4: Pupils will be given an imaginary billboard, what will they put on it?</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Anthony Gormley, Yinka Shonibare, Thomas J Price</b></p>	<p>Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p><b>Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</b></p>	<p>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form.</p> <p>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.</p> <p><b>Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</b></p>			





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Paint, Surface, Texture		<p>Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.</p> <p>Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.</p> <p>Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.</p> <p>Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.</p>	<p>Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.</p> <p>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</p> <p>Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.</p>	<p>Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16<sup>th</sup> Century artists. They will record and reflect throughout in their sketchbooks.</p> <p>Pupils will create their own still life artworks.</p> <p>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.</p>	<p>Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.</p> <p>Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide.</p>	<p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p>	<p>That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. In this pathway children are introduced to artists who explore their identity within their art. Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait. Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.</p> <p>Medium: Drawing Materials, Tablet (if digital), Paper</p> <p>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>			





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Paint, Surface, Texture		<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</b></p>	<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Alice Kettle, Hannah Rae</b></p>	<p>Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process.</p> <p>Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition.</p> <p>Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</b></p>	<p>Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p><b>Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</b></p>	<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</b></p>				



# Progression of Skills, Understanding and Knowledge in Art and DT

Art & DT	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
		Stage 1		Stage 2		Stage 3		Stage 4		Stage 5
Working in 3 Dimensions		<p>Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on.</p> <p>Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation.</p> <p>Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Chris Kenny</b></p>	<p>Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen.</p> <p>Pupils will explore what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will also respond to the work through peer discussion. Pupils will begin to plan their own puppet and the simple movements it might make.</p>	<p>Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.</p> <p>Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.</p>	<p>Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.</p> <p><b>Pupils will be introduced to the question: "As architects, should we aspire to fill the world full of amazing, beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?"</b></p> <p>Pupils will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them.</p> <p>Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist 'The Shoreditch Sketcher'.</p>	<p>Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</p> <p>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</p> <p>Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts.</p> <p>Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.</p> <p>They will record and develop their ideas in sketchbooks.</p> <p>Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery.</p> <p><b>Yinka Ilori</b></p>	<p>Pupils to learn to talk about contemporary sculpture. This is an important step in building understanding of how we feel about what we see.</p> <p>Pupils to plan their own pathway and make small sculpture inspired by prompt cards, mini-sculptures which "belong to the ground", or bigger sculptures inspired by your body and the furniture around you!</p> <p>Pupils to link their work to an artist of their choosing.</p>			



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Art & DT	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		Stage 1		Stage 2		Stage 3		Stage 4	
<p><b>Working in 3 Dimensions</b></p>	<p>Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on. Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p style="color: #FFC000;">Chris Kenny</p>	<p>Pupils will make their own moveable drawings, using their imagination to think about what character they want to make and how they might make it move. They will consider joints, line and mark making. Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme. They will work collaboratively to create a shared background for all the puppets / They will draw their own individual backgrounds relating to their puppet. If there is time pupils will use basic digital software to capture their puppets moving.</p> <p>Pupils will display their work in a clear space / watch their animations and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p style="color: #FFC000;">Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</p>	<p>Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p style="color: #FFC000;">Marcus Coates</p>	<p>Pupils will consider whether they want their building to be big or small. Using foamboard, children will build a model of their house using the 'Design Through Making approach', taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipad.</p> <p style="color: #FFC000;">Shoreditch Sketcher, Various Architects</p>					





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Art & DT	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
		Stage 1		Stage 2		Stage 3		Stage 4		Stage 5
<b>Collaboration and Community</b>		<p>Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally. Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks.</p>	<p>Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks.</p> <p>Pupils will take inspiration from an artist. They will become familiar with a new process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anthotype. They will forage from school grounds or their local environment to find the materials to make the artwork. Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p style="color: orange;">Frances Hatch, Anna Atkins</p>	<p>Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</p> <p>Pupils will explore their favourite foods through sculpture.</p> <p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods.</p>	<p>Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</p> <p>Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.</p> <p>Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.</p>	<p>Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper.</p> <p>They will understand how paper can be cut and shaped to create puppets.</p> <p>They will record their responses and ideas in sketchbooks.</p> <p>Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets.</p> <p>They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes.</p>	<p>That designers bring their own culture, experiences and passions into their designs, for other people.</p> <p>That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.</p> <p>That we can use colour, pattern, line, shape, form, material, texture to express our creativity.</p> <p>That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?</p> <p>That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.</p>			





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		<b>Stage 1</b>		<b>Stage 2</b>		<b>Stage 3</b>		<b>Stage 4</b>		<b>Stage 5</b>
<b>Collaboration and Community</b>		<p>Pupils will share their thoughts in a class discussion.</p> <p>Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to 'projection mapping'. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to 'paint music' on the whiteboard.</p> <p>Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Kandinsky</b></p>		<p>They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p> <p>Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form.</p> <p>Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.</p> <p><b>Claes Oldenberg, Lucia Hierro</b></p>		<p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipad.</p> <p><b>Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</b></p>		<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Pupils will perform a shadow puppet show.</p> <p><b>Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillip Otto Runge, Pippa Dyrлага, Thomas Witte</b></p>		<p>In this pathway children are introduced to the idea that design is often about relationships – between the designer/artist and the person who then sees, buys or wears the end result. Where and how do the experiences and passions of both designer and viewer meet? How is one affected by the other and what can we learn from each other?</p> <p>Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful.</p> <p>Pupils are then given a design brief and invited to make their own designs, again working in sketchbooks to explore and test, before making decorate papers through which they can bring their designs to life in 2d or 3d.</p> <p><b>Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</b></p>

