



<p><b>EYFS</b> <b>Three- and 4-Year-olds</b></p>	<p>Physical Development</p>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
	<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
<p><b>Reception</b></p>	<p>Physical Development</p>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p>Develop overall body-strength, balance, coordination and agility.</p>
	<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p>Create collaboratively, sharing ideas, resources and skills.</p>



<b>ELG</b>	Physical Development Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> Begin to show accuracy and care when drawing.					
	Expressive Arts and Design  Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>					
	<b>Drawing</b>	<b>Sketchbooks</b>	<b>Printmaking</b>	<b>Painting</b>	<b>Collage</b>	<b>Making</b>	<b>Purpose/Visual Literacy/Articulation</b>



<p><b>YEAR 1</b></p>	<p><b>Substantive Knowledge</b></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <u>Making Birds</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <u>Making Birds</u></p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel,</p>	<p><b>Implicit Knowledge/skills</b></p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas <u>Simple Printmaking</u></p> <p>Develop experience of primary and secondary colours <u>Simple Printmaking</u> <u>Exploring Watercolour</u></p> <p>Practice observational drawing <u>Simple Printmaking</u> <u>Making Birds</u></p> <p>Explore mark making <u>Simple Printmaking</u> <u>Exploring Watercolour</u> <u>Making Birds</u></p>	<p><b>Substantive Knowledge</b></p> <p>Understand prints are made by transferring an image from one surface to another. <u>Simple Printmaking</u></p> <p>Understand relief prints are made when we print from raised images (plates). <u>Simple Printmaking</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use hands and feet to make simple prints, using primary colours. <u>Simple Printmaking</u></p> <p>Collect textured objects and make</p>	<p><b>Substantive Knowledge</b></p> <p>Understand watercolour is a media which uses water and pigment. <u>Exploring Watercolour</u></p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <u>Exploring Watercolour</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Explore watercolour in an intuitive</p>	<p><b>Substantive Knowledge</b></p> <p>Understand collage is the art of using elements of paper to make images. <u>Making Birds</u></p> <p>Understand we can create our own papers with which to collage. <u>Making Birds</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Collage with painted papers exploring colour, shape and composition. <u>Simple Printmaking</u></p> <p>Combine collage with making by cutting and tearing drawn</p>	<p><b>Substantive Knowledge</b></p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <u>Making Birds</u></p> <p>Understand the meaning of “Design through Making <u>Making Birds</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use a combination of two or more materials to make</p>	<p><b>Substantive Knowledge</b></p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p><u>All Pathways for Year 1</u></p>
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“Let your light shine.”

Art progression

	<p>oil pastel and or pencil crayon. <u>Simple Printmaking</u></p>		<p>rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. <u>Simple Printmaking</u></p> <p>Explore concepts like “repeat” “pattern” “sequencing”. <u>Simple Printmaking</u></p>	<p>way to build understanding of the properties of the medium. <u>Exploring Watercolour</u></p> <p>Paint without a fixed image of what you are painting in mind. <u>Exploring Watercolour</u></p> <p>Respond to your painting, and try to “imagine” an image within. <u>Exploring Watercolour</u></p> <p>Work back into your painting with paint, pen or coloured pencil to</p>	<p>imagery, manipulating it into simple 3d forms to add to sculpture. <u>Making Birds</u></p>	<p>sculpture. <u>Making Birds</u></p> <p>Use construction methods to build. <u>Making Birds</u></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <u>Making Birds</u></p>	<p><b>Implicit Knowledge/skills</b></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <p><u>All Pathways for Year 1</u></p>
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**Art progression**

				develop the imaginative imagery. <u>Exploring</u> <u>Watercolour</u>			
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<p><b>YEAR 2</b></p>	<p><b>Substantive Knowledge</b></p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <u>Explore &amp; Draw</u></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <u>Explore &amp; Draw</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Visit local environment, collect natural objects, explore</p>	<p><b>Substantive Knowledge</b></p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. <u>All Pathways for Year 2</u></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <u>Explore &amp; Draw</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Make a new sketchbook (Elastic</p>		<p><b>Substantive Knowledge</b></p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <u>Expressive Painting</u></p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <u>Expressive Painting</u></p> <p>Understand that primary</p>	<p><b>Substantive Knowledge</b></p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Explore &amp; Draw</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with</p>	<p><b>Substantive Knowledge</b></p> <p>Understand the role of an architect. <u>Be an Architect</u></p> <p>Understand when we make sculpture by adding materials it is called Construction. <u>Be an Architect</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural</p>	<p><b>Substantive Knowledge</b></p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have</p>
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	<p>composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <u>Explore &amp; Draw</u></p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <u>Explore &amp; Draw Be an Architect</u></p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line,</p>	<p>Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <u>Explore &amp; Draw</u></p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. <u>Explore &amp; Draw t Be an Architect</u></p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <u>Explore &amp; Draw t</u></p> <p>Explore colour and colour mixing.</p>		<p>colours can be mixed together to make secondary colours of different hues. <u>Expressive Painting</u></p> <p>Understand the concept of still life. <u>Expressive Painting</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow</p>	<p>further drawing made in response to the collaged sheet. <u>Explore &amp; Draw</u></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. <u>Explore &amp; Draw</u></p>	<p>model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. <u>Be an Architect</u></p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. <u>Be an Architect</u></p>	<p>different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <u>All Pathways for Year 2</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p>
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	<p>texture and shape. <u>Explore &amp; Draw</u></p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition. <u>Explore &amp; Draw</u></p>	<p><u>Expressive Painting</u> Make visual notes about artists studied. <u>Explore &amp; Draw</u> <u>Be an Architect</u></p>		<p>exploration of media. Experiment with using home made tools. <u>Expressive Painting</u></p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. <u>Expressive Painting</u></p>		<p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <u>All Pathways for Year 2</u></p>
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<p><b>YEAR 3</b></p>	<p><b>Substantive Knowledge</b></p> <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <u>Gestural Drawing with Charcoal</u></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <u>Gestural Drawing with Charcoal</u></p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p>	<p><b>Substantive Knowledge</b></p> <p>Continue to build understanding that sketchbooks are places for personal experimentation. <u>All Pathways for Year 3</u></p> <p>Understand that the way each persons’ sketchbook looks is unique to them. <u>All Pathways for Year 3</u></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <u>All</u></p>	<p><b>Substantive Knowledge</b></p> <p>Understand that screen prints are made by forcing ink over a stencil. <u>Working with Shape &amp; Colour</u></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. <u>Working with Shape &amp; Colour</u></p> <p><b>Implicit Knowledge/skills</b></p>	<p><b>Implicit Knowledge/skills</b></p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). <u>Telling Stories</u></p>	<p><b>Substantive Knowledge</b></p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Working with Shape &amp; Colour</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork.</p>	<p><b>Substantive Knowledge</b></p> <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <u>Telling Stories</u></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <u>Telling Stories</u></p> <p>That clay and Modroc are soft materials which finally</p>	<p><b>Substantive Knowledge</b></p> <p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects,</p>
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	<p><u>Gestural Drawing with Charcoal</u></p> <p>Understand that animators make drawings that move.</p> <p><b>Implicit Knowledge/skills</b></p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <u>Gestural Drawing with Charcoal</u></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p>	<p><u>Pathways for Year 3</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. <u>Gestural Drawing with Charcoal</u></p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. <u>Gestural Drawing with Charcoal Working</u></p>	<p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. <u>Working with Shape &amp; Colour</u></p>		<p>Explore positive and negative shapes, line, colour and composition. <u>Working with Shape &amp; Colour</u></p>	<p>dry/set hard. <u>Telling Stories</u></p> <p>An armature is an interior framework which support a sculpture. <u>Telling Stories</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <u>Telling Stories</u></p> <p>Make an armature to support the</p>	<p>bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <u>All Pathways for Year 3</u></p>
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	<p><u>Gestural Drawing with Charcoal</u></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <u>Gestural Drawing with Charcoal</u></p>	<p><u>with Shape &amp; Colour Telling Stories</u></p> <p>Develop mark making skills. <u>Gestural Drawing with Charcoal Working with Shape &amp; Colour Telling Stories</u></p> <p>Brainstorm animation ideas. <u>Working with Shape &amp; Colour</u></p>				<p>sculpture. <u>Telling Stories</u></p>	<p><b>Implicit Knowledge/skills</b></p> <p>Reflect upon the artists' work, and share your response verbally (“I liked... I didn't understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes</p>
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							<p>to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about</p>
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							viewpoint, lighting & perspective. <u>All Pathways for Year 3</u>
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<p><b>YEAR 4</b></p>	<p><b>Substantive Knowledge</b></p> <p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <u>Storytelling Through Drawing</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</p>	<p><b>Substantive Knowledge</b></p> <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <u>All Pathways for Year 4</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use sketchbooks to:</p> <p>Practise drawing skills. <u>Storytelling Through Drawing Exploring Still Life Sculpture &amp; Structure</u></p> <p>Make visual notes to record ideas and processes</p>		<p><b>Substantive Knowledge</b></p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <u>Exploring Still Life</u></p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <u>Exploring Still Life</u></p>		<p><b>Substantive Knowledge</b></p> <p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <u>Sculpture &amp; Structure</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Develop our construction skills, creative thinking and</p>	<p><b>Substantive Knowledge</b></p> <p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the</p>
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	<p><u>Storytelling Through Drawing</u></p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p> <p><u>Storytelling Through Drawing</u></p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p> <p><u>Exploring Pattern</u></p> <p>Use a variety of drawing media including charcoal,</p>	<p>discovered through looking at other artists. <u>Storytelling Through Drawing Exploring Still Life Sculpture &amp; Structure</u></p> <p>Test and experiment with materials.</p> <p><u>Storytelling Through Drawing Exploring Still Life Sculpture &amp; Structure</u></p> <p>Brainstorm pattern, colour, line and shape.</p> <p><u>Exploring Still Life</u></p> <p>Reflect. <u>Storytelling Through Drawing Exploring Still Life Sculpture &amp; Structure</u></p>		<p><b>Implicit Knowledge/skills</b></p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p><u>Exploring Still Life</u></p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use</p>		<p>resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.</p> <p><u>Sculpture &amp; Structure Festival Feasts</u></p>	<p>sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <u>All Pathways for Year 4</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it</p>
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	<p>graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <u>Storytelling Through Drawing</u></p>			<p>collage from painted sheets). <u>Exploring Still Life</u></p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <u>Exploring Still Life</u></p>			<p>reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about</p>
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							<p>your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <u>All Pathways for Year 4</u></p>
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<p><b>YEAR 5</b></p>	<p><b>Substantive Knowledge</b></p> <p>Understand that designers create fonts and work with Typography. <u>Typography &amp; Maps</u></p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <u>Typography &amp; Maps</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Create fonts inspired by objects/elements around you. Use close observational</p>	<p><b>Implicit Knowledge/skills</b></p> <p>Use sketchbooks to:</p> <p>Explore mark making. <u>Typography &amp; Maps Mixed Media Landscapes Set Design</u></p> <p>Brainstorm ideas generated when reading poetry or prose. <u>Set Design</u></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <u>Typography &amp; Maps Mixed Media Landscapes Set Design</u></p> <p>Explore ideas relating to design (though do not use</p>		<p><b>Substantive Knowledge</b></p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <u>Mixed Media Landscapes</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Explore how you can you paint (possibly combined with drawing) to</p>		<p><b>Substantive Knowledge</b></p> <p>Understand that set designers can design/make sets for theatres or for animations. <u>Set Design</u></p> <p>Understand that designers often create scaled models to test and share ideas with others. <u>Set Design</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use Design through Making, inspired by a brief, to create</p>	<p><b>Substantive Knowledge</b></p> <p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are</p>
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	<p>drawing with pen to inspire, and use creative skills to transform into letters. <u>Typography &amp; Maps</u></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <u>Typography &amp; Maps</u></p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d</p>	<p>sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <u>Set Design</u></p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <u>Mixed Media Landscapes</u></p>		<p>capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <u>Mixed Media Landscapes</u></p>		<p>a scale model “set” for a theatre production or an animation. <u>Set Design</u></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <u>Set Design</u></p>	<p>valid. <u>All Pathways for Year 5</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to</p>
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	<p>through manipulation of paper. <u>Typography &amp; Maps</u></p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). <u>Set Design</u></p>						<p>present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>
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**Art progression**

							Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <u>All Pathways for Year 5</u>
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<p><b>YEAR 6</b></p>	<p><b>Substantive Knowledge</b></p> <p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <u>2D to 2D</u></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <u>2D to 2D</u></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <u>2D to 2D</u></p>	<p><b>Implicit Knowledge/skills</b></p> <p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <u>2D to 2D Activism</u></p> <p>Using the grid method to scale up an image. <u>2D to 2D</u></p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <u>Activism</u></p> <p>Explore colour: make colours, collect colours, experiment with how colours work</p>	<p><b>Substantive Knowledge</b></p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <u>Activism</u></p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <u>Activism</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Explore what kinds of topics or themes YOU care</p>	<p><b>Substantive Knowledge</b></p> <p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p>		<p><b>Substantive Knowledge</b></p> <p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. <u>Brave Colour</u></p> <p>Understand that artists and designers add colour, texture, meaning and</p>	<p><b>Substantive Knowledge</b></p> <p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may</p>
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	<p><b>Implicit Knowledge/skills</b></p> <p>Explore using negative and positive space to “see” and draw a simple element/object. <u>2D to 2D</u></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <u>2D to 2D</u></p> <p>Use collage to add tonal marks to the “flat image”. <u>2D to 2D</u></p>	<p>together. <u>Activism Brave Colour</u></p> <p>Explore combinations and layering of media. <u>Activism</u></p> <p>Develop Mark Making <u>Activism 2D to 2D</u></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <u>Activism 2D to 2D Brave Colour</u></p>	<p>about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <u>Activism</u></p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. <u>Activism</u></p> <p>Or create a zine using similar methods. <u>Activism</u></p>			<p>richness to our life. <u>Brave Colour</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” <u>Brave Colour</u></p> <p>Use a variety of materials, including light</p>	<p>share similarities. Understand all responses are valid. <u>All Pathways for Year 6</u></p> <p><b>Implicit Knowledge/skills</b></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired</p>
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Art progression

						<p>and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. <u>Brave</u> <u>Colour</u></p>	<p>by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may</p>
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							make films thinking about viewpoint, lighting & perspective. <u>All</u> <u>Pathways for Year</u> <u>6</u>
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