



Amberley CE Primary School



St. James' CE Primary School,
Coldwaltham



Enabling every child to thrive and succeed

At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult.

We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.

Respect, Kindness, Honesty, Positivity and Teamwork

Art

Intent

Within the Arun Villages Federation, art is an integral part of the curriculum. We believe that all learners, regardless of background, have a right to access an engaging Art curriculum. We believe, the Art curriculum should deeply root our pupils to their own cultural history but also open new horizons and opportunities for them to do, think and see. Learning is built through a weaving, layering and revisiting of experiences, allowing children to grow as artists and make progress. By equipping them with knowledge and skills to create their own works of art, craft and design, our art curriculum provides children with an educational experience that celebrates diversity and offers social and cultural experiences at all ages. We aim to enable children to produce high-quality pieces of art where they have a deep understanding of the specific skills and knowledge they have learned. Through appreciation of famous artists, the children will be inspired to develop their own ideas, reflect on their learning and be able to make an informed critical response.

Implementation

We have used the AccessArt scheme to support our Art teaching, tailored to the needs of our children. The scheme is a holistic curriculum that nurtures creative thinking skills and helps ensure our pupils learn through art, as well as about art. Each unit takes the pupils on a journey which includes opportunities to reflect, be challenged and engage with a wide variety of artists, designers and craftspeople from across the world. We have made sure that we include a mixture of traditional and modern artists. We endeavour to make sure our pupils have opportunities to work independently and collaboratively throughout their time at the AVF. Key skills are revisited again and again with increasing complexity so that pupils can revise and build on their prior learning. Art lessons are always practical and exploratory, we encourage the pupils to use their sketchbooks as a place to record their experience and responses to each session. We have timetabled weekly Art sessions and aim to use these to enhance pupil's lives through fun, inspiration, creativity and self-expression.

We advocate ongoing assessment based upon lots of timely conversations, to discover intention and understanding, as well as looking at outcomes of the journey (in sketchbooks) and end result. Each unit that we deliver contains “I Can...” statements to support staff in checking understanding. We believe the sketchbooks belong to the pupils and, whilst we encourage them to make regular comment/annotation around their artwork, we believe in using post-it notes etc to give written feedback if required.

Impact

By the end of their time with us, we want pupils to have learned, improved and embedded a range of artistic skills. They should have an awareness of a broad range of artists and craftspeople and be able to consider and discuss the artworks they have come across on their journey. We want our pupils to be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product. Above all of that, we want our children to have had plenty of rich opportunities to express themselves, to identify themselves in what has been shared, to be confident creators, to have fostered a love of Art and to feel well equipped to move on to secondary school and, indeed, pursue a life-long interest in Art if that is what they wish.

Art Progression Map – Early Years and Key Stage 1

Cycle A

	EYFS	Year 1	Year 2
Cycle A Substantive Knowledge			
Drawing	<p>Begin to understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. Begin to explain what they are doing and why/how they feel about it.</p> <p>Begin to explain how they feel about the work of others.</p> <p>Start to recognise and describe key features of their own and others’ work.</p> <p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</p>	<p>Understand drawing is a physical activity. <u>Spirals</u></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>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <u>Explore & 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 & Draw</u></p>
Sketchbooks	<p>Develop skills in orally describing their thoughts, ideas and intentions about their work.</p> <p>Compare their art to significant works of art recognising what is the same and what is different.</p> <p>Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <u>Spirals</u></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 & Draw</u></p>
Printmaking	<p>Learn how ideas change, grow and develop as work is produced.</p> <p>Create Art from personal experience and their imagination.</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>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <u>Explore Through Monoprint</u></p>

<p>Painting</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>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 colours can be mixed together to make secondary colours of different hues. <u>Expressive Painting Music & Art</u></p> <p>Understand the concept of still life. <u>Expressive Painting</u></p>
<p>Collage</p>		<p>Understand collage is the art of using elements of paper to make images. <u>Making Birds Flora & Fauna</u></p> <p>Understand we can create our own papers with which to collage. <u>Making Birds Flora & Fauna</u></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Explore & Draw</u></p>
<p>Making</p>		<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <u>Playful Making Making Birds</u></p> <p>Understand the meaning of "Design through Making" <u>Playful Making Making Birds</u></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 Stick Transformation Project</u></p>
<p>Cycle A Disciplinary Knowledge</p>			
<p>Drawing</p>	<p>Begin to hold a pencil correctly and use it to make marks.</p>	<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and</p>	<p>Visit local environment, collect natural objects, explore composition and qualities of objects</p>

	<p>Attempt to use other materials to make marks (crayons, felt tips, etc) Represent their ideas and feelings through art. Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.</p>	<p>body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking Flora & Fauna</p>	<p>through arranging, sorting & representing. Photograph. Explore & Draw</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. Explore & Draw Be an Architect</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art</p> <p>Make drawings inspired by sound. Music & Art</p>
<p>Sketchbooks</p>	<p>With support begin to use a sketchbook to explore and investigate different ideas.</p>	<p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour Flora & Fauna</p> <p>Practice observational drawing Spirals Simple Printmaking Flora & Fauna Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Flora & Fauna Exploring Watercolour Making Birds</p>	<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Music & Art</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint</p> <p>Explore colour and colour mixing. Expressive Painting Music & Art</p> <p>Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art</p>

<p>Printmaking</p>	<p>Use pre-made stamps and found objects to explore printmaking. Notice and continue simple patterns. Taking rubbings from natural objects. Pupils make simple printing blocks from soft materials they have cut, shaped, or moulded.</p>	<p>Use hands and feet to make simple prints, using primary colours. <u>Simple Printmaking</u></p> <p>Collect textured objects and make 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>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. <u>Explore Through Monoprint</u></p>
<p>Painting</p>	<p>Use a brush or other tool to make marks with paint. Choose from a range of colours to create painted artworks. Paint simple shapes and images that can be recognised or explained by the child. Use large muscle movement to paint and make marks. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment. Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc. Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. Line/Shape: They concentrate hard to paint shapes, lines and edges neatly.</p>	<p>Explore watercolour in an intuitive 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 develop the imaginative imagery. <u>Exploring Watercolour</u></p>	<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow 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>Collage</p>	<p>Start to use scissors appropriately to cut into materials. Use appropriate materials to create a desired texture or pattern. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>Collage with painted papers exploring colour, shape and composition. <u>Simple Printmaking Flora & Fauna</u></p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <u>Making Birds</u></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 further drawing made in response to the collaged sheet. <u>Explore & Draw</u></p>

			<p>Collage with drawings to create invented forms. Combine with making if appropriate. <u>Explore & Draw Music & Art</u></p>
<p>Making</p>	<p>Mould play dough or other soft materials, making round and flat shapes and adding texture. Manipulate paper, card and other materials to make simple shapes and patterns. Work spontaneously and enjoy the act of making/creating. Sustain concentration and control when experimenting with tools and materials. Pupils should make something they have imagined or invented. Pupils learn to create by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</p>	<p>Use a combination of two or more materials to make sculpture. <u>Playful Making Making Birds</u></p> <p>Use construction methods to build. <u>Playful Making Making Birds</u></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <u>Playful Making Making Birds</u></p>	<p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural 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 Stick Transformation Project Music & Art</u></p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. <u>Stick Transformation Project</u></p>
<p>Key Vocabulary</p>	<p>Artist, Mark Make, Colour, Portrait, Draw Paint, Thick (brush) Thin (brush), Mould, Make, Sculpt, Roll, Pinch, Dot, Pattern, Mix, Different, Similar, Flat, 2D, 3D, Landscape, Fold, Bend, Cut, Stick, Light, Dark, Shape, Line, Texture, Primary Colours, Papier Mache, Rubbing, Collage, Textile, Fabric.</p>	<p>Spiral, Pressure, Motion, Line, Continuous Line, Graphite, Chalk, Pen, Drawing Surface, Oil Pastel, Dark, Light, Blending, Mark Making, Pattern, Print, Press, Pressure, Paint, Shape, Arrangement, Rubbing, Texture, Sculpture, Sculptor, Three Dimensions, Design, Playful, Explore, Construction, Materials, Invent, Imagine, Tools, Construct, Structure, Balance, Watercolour, Brush, Wash, Wet on dry, Wet on wet, Fluid, Fold, Tear, Crumple, Collage, Structure, Installation, Collaboration, Tones, Hues, Tints, Observe, Collage, Painted paper, Cut, Tear, Arrange, Composition, Elements.</p> <p>Primary colours: Red, Yellow, Blue Primary colours, secondary colours, Colour mixing</p>	<p>Arrange, Composition, Photograph, Focus, Light, Shade, Colour, Pattern, Observational Drawing, Close study, Pressure, Line, Mark, Wax resist, Graphite, Watercolour, Brush, Pencil, Mark making, Line, Tone, Shape, Pressure, Experiment, Represent, Impression, Fine Liner, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Scale, Shape, Form, Light, Dark, Shadow, Crit, Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Pattern, Sequence Architect, Architecture, Designer, Scale, Three Dimensional, Form, Structure, Construct, Construction, Tool, Element, Lighting, Angle, Perspective Gesture, Gestural, Impasto, Palette Knife, Abstract, Still Life, Positive shapes, Negative shapes</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Secondary Colours: Green, Orange, Purple</p>

Key Artists	Cezanne, William Morris, Max Ernst, Anni Albers, Arcimboldo, Andy Goldsworthy,	Molly Haslund, Christo & Jeanna-Claude, Faith Bebbington, Caitlind Brown & Wayne Garrett, Paul Klee, Emma Burleigh, Eric Carle, Joseph Redoute and Jan Van Kessel	Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White, Xgaoc'o Xare, Hundertwasser, Zaha Hadid, Heatherwick Studios, Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne, Chris Kenny, Kandinsky
Assessment		<ol style="list-style-type: none"> 1. Sketchbooks belong to pupils and therefore will not include written feedback in the usual manner from adults. However, they will include regular comments from pupils about their progress, artwork, thoughts, feelings and ideas. 2. Pupils can invite written comments from their peers/adults if they choose to. This can take place on transparent post-its, post-its etc. 3. There will be rich discussion taking place in lessons, where pupils will receive timely oral feedback and guidance from adults and their peers. 4. Pupils will complete a 'crit' or self-review at the end of each unit or pathway (generally half-termly). 5. Teachers can use the 'I Can' review sheet to formally assess each unit (generally half-termly). 	

Art Progression Map – Early Years and Key Stage 1

Cycle B

	EYFS	Year 1	Year 2
Cycle B Substantive Knowledge			
Drawing	Begin to understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. Begin to	Understand drawing is a physical activity. <u>Spirals</u>	Understand that we can use different media (sometimes combined in one drawing) to

	<p>explain what they are doing and why/how they feel about it. Begin to explain how they feel about the work of others. Start to recognise and describe key features of their own and others' work. Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</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>capture the nature of things we find. <u>Explore & Draw</u> Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <u>Explore & Draw</u></p>
<p>Sketchbooks</p>	<p>Develop skills in orally describing their thoughts, ideas and intentions about their work. Compare their art to significant works of art recognising what is the same and what is different. Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern. Learn how ideas change, grow and develop as work is produced.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <u>Spirals</u></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. <u>All Pathways for Year 2</u> Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <u>Explore & Draw</u></p>
<p>Printmaking</p>	<p>Create Art from personal experience and their imagination.</p>	<p>Understand prints are made by transferring an image from one surface to another. <u>Simple Printmaking</u> Understand relief prints are made when we print from raised images (plates). <u>Simple Printmaking</u></p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <u>Explore Through Monoprint</u></p>
<p>Painting</p>		<p>Understand watercolour is a media which uses water and pigment. <u>Exploring Watercolour</u> 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>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <u>Expressive Painting</u> Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <u>Expressive Painting</u> Understand that primary colours can be mixed together to make secondary colours of different hues. <u>Expressive Painting Music & Art</u></p>

			Understand the concept of still life. <u>Expressive Painting</u>
Collage		Understand collage is the art of using elements of paper to make images. <u>Making Birds Flora & Fauna</u> Understand we can create our own papers with which to collage. <u>Making Birds Flora & Fauna</u>	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Explore & Draw</u>
Making		Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <u>Playful Making Making Birds</u> Understand the meaning of "Design through Making" <u>Playful Making Making Birds</u>	Understand the role of an architect. <u>Be an Architect</u> Understand when we make sculpture by adding materials it is called Construction. <u>Be an Architect Stick Transformation Project</u>
Cycle B Disciplinary Knowledge			
Drawing	Begin to hold a pencil correctly and use it to make marks. Attempt to use other materials to make marks (crayons, felt tips, etc) Represent their ideas and feelings through art. Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <u>Spirals</u> Use colour (pastels, chalks) intuitively to develop spiral drawings. <u>Spirals</u> Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <u>Making Birds Flora & Fauna</u> Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <u>Simple Printmaking Flora & Fauna</u>	Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. <u>Explore & Draw</u> 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 & Draw Be an Architect</u> Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <u>Explore & Draw Music & Art Explore Through Monoprint</u> Create final collaged drawings (see column 5 "collage") which explore composition. <u>Explore & Draw</u>

<p>Sketchbooks</p>	<p>With support begin to use a sketchbook to explore and investigate different ideas.</p>	<p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour Flora & Fauna</p> <p>Practice observational drawing Spirals Simple Printmaking Flora & Fauna Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Flora & Fauna Exploring Watercolour Making Birds</p>	<p>Make drawings inspired by sound. Music & Art</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Music & Art</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint</p> <p>Explore colour and colour mixing. Expressive Painting Music & Art</p> <p>Make visual notes about artists studied.</p>
<p>Printmaking</p>	<p>Use pre-made stamps and found objects to explore printmaking. Notice and continue simple patterns. Taking rubbings from natural objects. Pupils make simple printing blocks from soft materials they have cut, shaped, or moulded.</p>	<p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</p> <p>Collect textured objects and make rubbings and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking</p> <p>Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking</p>	<p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint</p>
<p>Painting</p>	<p>Use a brush or other tool to make marks with paint. Choose from a range of colours to create painted artworks. Paint simple shapes and images that can be recognised or explained by the child. Use large muscle movement to paint and make marks. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.</p>	<p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour</p> <p>Paint without a fixed image of what you are painting in mind. Exploring Watercolour</p> <p>Respond to your painting, and try to "imagine" an image within. Exploring Watercolour</p>	<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. Expressive Painting</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. Expressive Painting</p>

	<p>Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc.</p> <p>Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</p> <p>Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt.</p> <p>Line/Shape: They concentrate hard to paint shapes, lines and edges neatly.</p>	<p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour</p>	
<p>Collage</p>	<p>Start to use scissors appropriately to cut into materials.</p> <p>Use appropriate materials to create a desired texture or pattern.</p> <p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking Flora & Fauna</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</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 further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art</p>
<p>Making</p>	<p>Mould play dough or other soft materials, making round and flat shapes and adding texture.</p> <p>Manipulate paper, card and other materials to make simple shapes and patterns.</p> <p>Work spontaneously and enjoy the act of making/creating.</p> <p>Sustain concentration and control when experimenting with tools and materials.</p> <p>Pupils should make something they have imagined or invented. Pupils learn to create by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</p>	<p>Use a combination of two or more materials to make sculpture. Playful Making Making Birds</p> <p>Use construction methods to build. Playful Making Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making Making Birds</p>	<p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Music & Art</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p>

<p>Key Vocabulary</p>	<p>Artist, Mark Make, Colour, Portrait, Draw Paint, Thick (brush) Thin (brush), Mould, Make, Sculpt, Roll, Pinch, Dot, Pattern, Mix, Different, Similar, Flat, 2D, 3D, Landscape, Fold, Bend, Cut, Stick, Light, Dark, Shape, Line, Texture, Primary Colours, Papier Mache, Rubbing, Collage, Textile, Fabric.</p>	<p>Spiral, Pressure, Motion, Line, Continuous Line, Graphite, Chalk, Pen, Drawing Surface, Oil Pastel, Dark, Light, Blending, Mark Making, Pattern, Print, Press, Pressure, Paint, Shape, Arrangement, Rubbing, Texture, Sculpture, Sculptor, Three Dimensions, Design, Playful, Explore, Construction, Materials, Invent, Imagine, Tools, Construct, Structure, Balance, Watercolour, Brush, Wash, Wet on dry, Wet on wet, Fluid, Fold, Tear, Crumple, Collage, Structure, Installation, Collaboration, Tones, Hues, Tints, Observe, Collage, Painted paper, Cut, Tear, Arrange, Composition, Elements.</p> <p>Primary colours: Red, Yellow, Blue Primary colours, secondary colours, Colour mixing</p>	<p>Arrange, Composition, Photograph, Focus, Light, Shade, Colour, Pattern, Observational Drawing, Close study, Pressure, Line, Mark, Wax resist, Graphite, Watercolour, Brush, Pencil, Mark making, Line, Tone, Shape, Pressure, Experiment, Represent, Impression, Fine Liner, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Scale, Shape, Form, Light, Dark, Shadow, Crit, Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Pattern, Sequence Architect, Architecture, Designer, Scale, Three Dimensional, Form, Structure, Construct, Construction, Tool, Element, Lighting, Angle, Perspective Gesture, Gestural, Impasto, Palette Knife, Abstract, Still Life, Positive shapes, Negative shapes</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Secondary Colours: Green, Orange, Purple</p>
<p>Key Artists</p>		<p>Molly Haslund, Christo & Jeanna-Claude, Faith Bebbington, Caitlind Brown & Wayne Garrett, Paul Klee, Emma Burleigh, Eric Carle, Joseph Redoute and Jan Van Kessel</p>	<p>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White, Xgaoc'o Xare, Hundertwasser, Zaha Hadid, Heatherwick Studios, Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne, Chris Kenny, Kandinsky</p>
<p>Assessment</p>		<ol style="list-style-type: none"> 1. Sketchbooks belong to pupils and therefore will not include written feedback in the usual manner from adults. However, they will include regular comments from pupils about their progress, artwork, thoughts, feelings and ideas. 2. Pupils can invite written comments from their peers/adults if they choose to. This can take place on transparent post-its, post-its etc. 3. There will be rich discussion taking place in lessons, where pupils will receive timely oral feedback and guidance from adults and their peers. 4. Pupils will complete a 'crit' or self-review at the end of each unit or pathway (generally half-termly). 5. Teachers can use the 'I Can' review sheet to formally assess each unit (generally half-termly). 	

