

Art at Claycots

Claycots Primary School





Art team

Mrs Kauser is our Art Leader at Claycots



The vision for Art

At Claycots, we envision Art as a vital avenue through which students can explore and express their creativity, imagination, and emotions. We believe that Art is not just a standalone subject but an essential component of a well-rounded education.

Our Art program is designed to instil a love for art in all its diverse forms, including painting, drawing, sculpture, and mixed media. We strive to create a safe and supportive environment where students feel empowered to experiment and take creative risks without the fear of judgment or failure.

We also see Art as a powerful tool for developing critical thinking and problem-solving skills. Our curriculum encourages students to observe, analyse, and interpret their surroundings, translating these observations into their artistic creations.

Inclusivity and cultural responsiveness are at the heart of our Art program. We celebrate the diversity of our students' backgrounds and experiences by exposing them to a wide range of artistic styles and techniques, as well as the work of artists from various cultures and time periods. We believe that Art fosters empathy and understanding, helping students appreciate and respect different perspectives and ways of life.



The vision for Art

In summary, our vision for Art at Claycots is to provide students with a rich and meaningful education that nurtures their creativity, critical thinking, and empathy. We aim to cultivate a lifelong appreciation for Art and its role in enhancing both personal and academic growth.



Subject definition

KS1:

Now we are learning Art. Art is when we use our imagination to create something new and interesting. We can use our hands to draw, paint or make things with different materials. Art is a fun way to show how we feel, what we like or what we see in the world around us.

KS2:

Now we are learning Art. Art is a way for us to express ourselves creatively through various forms of visual media such as drawing, painting, sculpture, and crafts. It provides an opportunity for us to explore and experiment with different colours, shapes, and textures. Through Art, we can develop our imagination, creativity, and problem-solving skills while having fun and creating something unique and personal to us.

If you are great at Art, you might become...

Architect, Illustrator, sculptor, graphic designer, photographer, Art teacher, fashion designer and many more.



Subject Intent

The Art curriculum at Claycots

The Art curriculum at Claycots is designed to provide all our pupils with a rich and engaging learning experience, fully aligned with the aims and purpose of the National Curriculum for Art. Our curriculum is structured to:

- **Provide Regular Opportunities to Visit Art Exhibitions and Galleries:** We aim to develop pupils' confidence and joy in observing and appreciating art by arranging frequent visits to art exhibitions and galleries.
- **Enable Pupils to Study Real-Life Artists:** By learning about the lives and work of real artists, we hope to inspire our pupils and help them start to understand potential careers and activities in the art world that they might wish to explore.
- **Support Pupils in Developing Their Passion for Art Beyond School:** We encourage students to pursue their interest in art outside of school hours by participating in events, community art activities, competitions, and exhibitions.



Subject Intent

- **Celebrate and Display Pupils' Art:** We make it a priority to display and celebrate students' artwork both within and beyond the school environment, including on the school website and at exhibitions.
- **Expose Pupils to Art from Different Cultures and Diverse Artists:** We expose students to a wide variety of art from different cultures and teach them about a diverse range of artists, craftspeople, and designers. This includes highlighting contributions from women, people from various ethnic backgrounds, individuals with disabilities, and those who are LGBT+. This approach helps pupils develop a deeper understanding of diversity, culture, and equality.

Through this curriculum, we aim to nurture not only the artistic skills of our pupils but also their appreciation for the diverse world around them.



Subject Implementation

The teaching and implementation of the Art Curriculum at Claycots Primary School are rooted in the National Curriculum and closely tied to our termly topics. For instance, the Year 3 children visit Whipsnade Zoo, where they explore endangered animals as part of their learning experience. Following this visit, they design and create models of these animals using mod roc, integrating their observations and knowledge into a hands-on art project. This activity not only deepens their understanding of endangered species but also enhances their skills in model-making and creative expression. Also, Year 5 students study Ancient Greece, resulting with them engaging in activities such as creating observational drawings of Ancient Greek vases and crafting clay vases inspired by traditional designs. By linking Art topics to our Creative Curriculum themes, we ensure that Art lessons are both memorable and meaningful, delivered as stand-alone sessions to highlight their importance.

We are committed to making our Art lessons flexible and creative, ensuring that all pupils, regardless of their needs, abilities, or backgrounds, have equal access to the curriculum. Our Art program offers children the opportunity to develop their skills using a wide range of media and materials, including drawing, sketching, painting, textiles, craft making, and 3D modelling. Students explore the works of many famous artists throughout history, with lessons often centred around observing and evaluating these artists' creations.



Subject Implementation

To support our teaching, we utilise resources and lesson plans from Access Art, which help us craft inspiring and enjoyable lessons. Access Art is a tool that allows the teachers to plan and teach Art in a structured and well-rounded way, celebrating artists- both the past and the present. Sketchbooks are a key component of our curriculum, allowing students to record their original thoughts and ideas- thus allowing each sketchbook to be unique and representative of each individual. These sketchbooks are regularly used to foster creativity and experimentation, enabling children to continuously refine their skills in sketching, including the use of shapes, lines, and colour.

Beyond the classroom, we offer enrichment activities that allow students to deepen their love of art through trips and experiences, such as visits to museums, places of worship, and local areas. We take pride in celebrating our students' artwork by displaying it in classrooms, throughout the school, in newsletters, during assemblies, and on the school website. Additionally, students often create pieces of art that serve as props for our school plays, adding further purpose and significance to their creative efforts.

Subject overview

Year 1			
Term	Autumn 1	Autumn 2	Summer 2
Pathway	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
Links to pathway	https://www.accessart.org.uk/spirals/	https://www.accessart.org.uk/exploring-watercolour-pathway/	https://www.accessart.org.uk/pathway-making-birds/
Materials	Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper	Sketchbooks, A3 cartridge paper, water colour paints, paint brushes, coloured pencils.	Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.
Key Concepts	<ul style="list-style-type: none"> That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. 	<ul style="list-style-type: none"> That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery. 	<ul style="list-style-type: none"> That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from similar stimulus or starting point but end up with very different individual results.

Subject overview

	<ul style="list-style-type: none"> That we can draw from observation or imagination. That we can use colour to help our drawings engage others. 		<ul style="list-style-type: none"> That the individual results can then be brought together to make a whole artwork.
Themes	Pattern, Structure, Movement, Growth, The Human Body, Sound	Exploration, Discovery	Birds, Wildlife, Local habitat.
Artists	Molly Haslund	Paul Klee, Emma Burleigh	Andrea Butler, John Ruskin, Carel Fabritius
Year 2			
Term	Autumn 1	Spring 1	Spring 2
Pathway	<p>Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p>Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p>	<p>Be An Architect Exploring architecture and creating architectural models.</p>
Links to pathway	https://www.accessart.org.uk/explore-draw/	https://www.accessart.org.uk/expressive-painting/	https://www.accessart.org.uk/be-an-architect/
Materials	Soft B pencils, coloured pencils, felt tip pens, handwriting pens, Construction Materials (see list here)	Soft pencils, handwriting pens, a selection of 'found tools' such as old shoe brushes, string, wire, rags, thick strips of card, cardboard (for pallets), acrylic or ready mixed paint, a selection of bright still life objects eg plastic blocks, cups, balls, colourful mugs etc, cartridge paper.	Soft pencils, handwriting pens. Project 1: Wax Resist Autumn Leaves – A3 cartridge paper, metallic wax crayons, brusho ink. Project 2: Autumn Floor Drawings – Water colour, graphite, charcoal, soft B pencils, inks, A2 paper.

Subject overview

Key Concepts	<ul style="list-style-type: none"> • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<ul style="list-style-type: none"> • That artists sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page. 	<ul style="list-style-type: none"> • That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. • That we can use drawing <u>as a way to</u> help us process and understand other people's work. • That we can use digital tools such as drones and film to inspire us. • That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. • That we can use "Design Through Making" (some call it Make First) <u>as a way to</u> connect our imagination, hands and materials.
Themes	Natural Forms, Seasonal Changes, Patterns, Symmetry	Habitat, Rivers, Countryside.	Habitat, Community, Culture, Purpose
Artists	Rosie James, Alice Fox	Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Hundertwasser, Zaha Hadid, Heatherwick Studios
Year 3			
Term	Autumn 2	Spring 1	Summer 1



Subject overview

Pathway	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork.	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
Links to pathway	https://www.accessart.org.uk/gestural-drawing-with-charcoal/	https://www.accessart.org.uk/working-with-shape-and-colour/	https://www.accessart.org.uk/telling-stories-through-making/
Materials	<p>A2 sugar paper, A4 paper for 'pallets', willow charcoal, erasers, hairspray (for fixing), white chalk.</p> <p>Project 1: Drawing by torchlight – Torches, small toys/objects, charcoal, white chalk, buff sugar paper.</p> <p>Project 2: Small cardboard boxes, charcoal, A2 sugar paper, scrap card/modelling materials, small toys/objects, tape, drawing materials as above.</p> <p>Project 3: Charcoal Cave – Medium/large cardboard box, newsprint, charcoal (ideally both willow and compressed) rags, small toys or dollhouse furniture.</p> <p>Project 1: Charcoal and Dance – A2 or A1 paper/wall paper, charcoal.</p>	<p>Soft B pencils, coloured pencils, oil/chalk pastels, A3 or A2 sugar or cartridge paper, collage papers, PVA glue, scissors.</p> <p>Option 1: Monoprinting with Carbon Paper – Carbon paper, sharp pencil or pen, oil pastels.</p> <p>Option 2: Explore Stencils – Card, oil pastels, scissors.</p> <p>Option 3: Screenprinting mesh, water-based printing ink, tray, acrylic printing medium, scrap card for squeegee, embroidery hoop (optional), newsprint.</p>	<p>Soft B pencils, coloured pencils, oil/chalk pastels, handwriting pens, A3 or A2 cartridge paper.</p> <p>Option 1: Modroc or Clay Characters – Newspaper, masking tape, modroc, air dry clay, acrylic or ready mixed paint, brushes, trays.</p> <p>Option 2: Plasticine Characters – A3 cartridge paper, modelling plasticine, constructed materials, corrugated card circles.</p> <p>Option 2: Flying MinPin Characters – Air dry clay, wire, A4 or A3 cartridge paper, tissue paper, feathers, PVA glue.</p> <p>Option 3: James and the Giant Peach Literacy Garden – assorted construction materials.</p>
Key Concepts	<ul style="list-style-type: none"> That when we <u>draw</u> we can use gestural marks to make work. 	<ul style="list-style-type: none"> That we can be inspired by key artworks and make our own work in creative response. 	<ul style="list-style-type: none"> That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.

Subject overview

	<ul style="list-style-type: none"> That when we <u>draw</u> we can use the expressive marks we make to create a sense of drama. That when we <u>draw</u> we can move around. That when we <u>draw</u> we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<ul style="list-style-type: none"> That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to create exciting compositions. That we can build up imagery through layering shapes. That we can use collage to inspire prints. 	<ul style="list-style-type: none"> That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, <u>construction</u> and colour.
Themes	Cave art, Movement, Human Body, Relationship of Body to Place	Human Body, Shape.	Reading, Characters, Shapes.
Artists	Heather Hansen, Laura McKendry, Edgar Degas	Henri Matisse, Claire Willberg	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
Year 4			
Term	Autumn 2	Spring 2	Summer 1
Pathway	<p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.</p>	<p>Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p>Festival Feasts How might we use food and art to bring us together?</p>
Links to pathway	https://www.accessart.org.uk/storytelling-through-drawing/	https://www.accessart.org.uk/exploring-pattern/	https://www.accessart.org.uk/sculptural-food/

Subject overview

Materials	<p>Soft B pencils, handwriting pen, coloured pencils, oil/chalk pastels, charcoal, graphite, ink, paints, A2 or A3 cartridge paper (cut & into folded accordion books).</p>	<p>Soft B pencils, handwriting pen, A2 cartridge paper, rulers, tape, string, coloured paper & card.</p> <p>Option 1: Making Tessellated Designs – Thin cardboard or stiff paper, pencils, handwriting pens, felt tip pens, scissors, masking tape.</p> <p>Option 2: Creating Repeated Patterns – Collage papers, A3 cartridge paper, ruler, masking tape, PVA glue, scissors, scanner for digital rendering (optional).</p> <p>Option 3: Puzzle Purse – 21X21cm squares of card, soft pencils, handwriting pens, felt tip pens, ruler.</p>	<p>Soft B pencils, coloured pencils, oil/chalk pastels, water colour, graphite sticks, still life arrangement of food</p> <p>Option 1: Paint Your Corner Shop – Acrylic or poster paint, pencils, handwriting pens, cartridge paper, sellotape, PVA glue, scissors.</p> <p>Option 2: Feast from Modroc Construction Materials (see list here)</p>
Key Concepts	<ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	<ul style="list-style-type: none"> • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes. 	<ul style="list-style-type: none"> • That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. • That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. • That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. • That making art can be fun and joyful, and that we can find



Subject overview

			subject matter which inspires us all and brings us together.
Artists	Laura Carlin, Shaun Tan	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	Claes Oldenberg, Lucia Hierro, Nicole Dyer
Year 5			
Term	Autumn 2	Spring 2	Summer 1
Pathway	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.	Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines.	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.
Links to pathway	https://www.accessart.org.uk/storytelling-through-drawing/	https://www.accessart.org.uk/making-monotypes/	https://www.accessart.org.uk/architectural-design/
Materials	Soft B pencils, handwriting pen, coloured pencils, oil/chalk pastels, charcoal, graphite, ink, paints, A2 or A3 cartridge paper (cut & into folded accordion books).	Soft B pencils, handwriting pens, cartridge paper, black sugar paper, assorted papers/cards, old maps or newspapers, A1 cartridge paper, assorted small objects and plants, PVA glue, tape, scissors.	Soft B pencils, handwriting pens, sharpies, A2 cartridge or sugar paper. Construction Materials (see list here)
Key Concepts	<ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. 	<ul style="list-style-type: none"> • That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. • That we can use the “distance” that monotype gives us between 	<ul style="list-style-type: none"> • That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.

Subject overview

	<ul style="list-style-type: none"> That we can use line, shape, <u>colour</u> and composition to develop evocative and characterful imagery. 	<p>mark making and outcome to make images with texture and a sense of history/process.</p> <ul style="list-style-type: none"> That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film. 	<ul style="list-style-type: none"> That we can make creative choices which both serves ourselves as individuals and the communities we belong to. That we can use form, structure, materials, and scale to design innovative buildings. That we can build architectural models to test out our ideas and share our vision.
Artists	Laura Carlin, Shaun Tan	Kevork Mourad	Shoreditch Sketcher, Various Architects
Year 6			
Term	Autumn 1	Spring 2	Summer 1
Pathway	<p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.</p>
Links to pathway	https://www.accessart.org.uk/2d-drawing-to-3d-making/	https://www.accessart.org.uk/identity/	https://www.accessart.org.uk/take-a-seat/

Subject overview

Materials	<p>Option 1: Flat/Sculptural Drawings: Corrugated cardboard, silhouette images of dogs, handwriting pens, soft B pencils, collage papers/newspapers/photocopies, PVA glue, tape, scissors.</p> <p>Option 2 Packaging: Cardboard food packaging, ink, brushes, handwriting pens, sharpies, acrylic paint/poster paint mixed with PVA, coloured paper, coloured crayons, scissors, string, big needles, glue, tape, wire.</p>	<p><i>Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.</i></p>	<p>Soft B pencils, oil/chalk pastels, handwriting pens. Construction Materials (see list here).</p>
Key Concepts	<ul style="list-style-type: none"> • That drawing and making have a close relationship. • That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • That artists who create furniture are often called craftspeople or designers. • That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. • That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.

Subject overview

	<ul style="list-style-type: none"> That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like. We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.
Artists	Lubaina Himid, Claire Harrup	Niideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Yinka Ilori

Progression Map

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and 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</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours Spirals Exploring Watercolour</p> <p>Practice observational drawing Spirals Making Birds</p> <p>Explore mark making Spirals Exploring Watercolour Making Birds</p>	<p>Understand watercolour is a media which uses water and pigment. Exploring Watercolour</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour</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>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <p>Understand we can create our own papers with which to collage. Making Birds</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>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of "Design through Making" Making Birds</p> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</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>All Pathways for Year 1</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>All Pathways for Year 1</p>

Progression Map

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects 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</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</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. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</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 Be an Architect</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists studied. Explore & Draw Be an Architect</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together mixed to make secondary colours of different hues. Expressive Painting</p> <p>Understand the concept of still life. Expressive Painting</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 home-made 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>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</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</p>	<p>Understand the role of an architect. Be an Architect</p> <p>Understand when we make sculpture by adding materials it is called Construction. Be an Architect</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</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 different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <p>Reflect upon the artists' work and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcomes), reflect and share verbally ("I enjoyed... This went well").</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 & perspective. All Pathways for Year 2</p>

Progression Map

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Understand that animators make drawings that move.</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</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. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings Natural Materials</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories</p> <p>Brainstorm animation ideas. Working with Shape & Colour</p>	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour</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. Working with Shape & Colour</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. Working with Shape & Colour</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour</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. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p> <p>Use Modroc or air.dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</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, 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. All Pathways for Year 3</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 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 & perspective. All Pathways for Year 3</p>



Progression Map

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern</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. Storytelling Through Drawing</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. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</p> <p><u>Use</u> a variety of drawing media including charcoal, 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. Storytelling Through Drawing</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern Festival Feasts</p> <p>Brainstorm and explore ideas relating to performance art. Art of Display</p> <p>Reflect. Storytelling Through Drawing Exploring Pattern Festival Feasts</p>	<p>To explore painting on different surfaces, <u>e.g.</u> fabric, and combine paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p>	<p>To understand that make sculpture can be challenging. To understand <u>its</u> 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. Festival Feasts</p> <p>Develop our construction skills, creative <u>thinking</u> and 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 Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an <u>outcomes of different artists</u>, 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 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. All Pathways for Year 4</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 <u>final outcomes</u>), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I <u>might</u>... I was <u>inspired by</u>..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to <u>classmates</u> 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 <u>photography</u> consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p>

Progression Map

Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</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. Typography & Maps</p> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</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 through manipulation of paper. Typography & Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Architecture: Big or Small</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small</p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</p> <p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes</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. Mixed Media Landscapes</p> <p>See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</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 valid. All Pathways for Year 5</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 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 & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>



Progression Map

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 3D</p> <p>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 3D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 3D</p> <p>Use collage to add tonal marks to the "flat image". 2D to 3D</p>	<p>Use sketchbooks to:</p> <p>Using the grid method to scale up an image. 2D to 3D</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? Exploring Identity</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making 2D to 2D Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 2D Exploring Identity Take a Seat</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>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Take a Seat</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity Take a Seat</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Take a Seat</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat</p>	<p>Look at the work of designers, artists, art activists, installation artists, craft people 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 share similarities. Understand all responses are valid. All Pathways for Year 6</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 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 & perspective. All Pathways for Year 6</p>



How we measure progress

- Sketch book looks
- Observing progress and final outcomes
- Lesson observations/drops ins to ensure lessons match the learning intentions and planning documents
- Regular check ins with teachers who are planning Art and feedback from lessons taught
- Crit lessons at the end of topics to encourage students to share their final outcomes and provide feedback to each other on their artwork, helping them develop their critical thinking and evaluation skills.



Visits and experiences

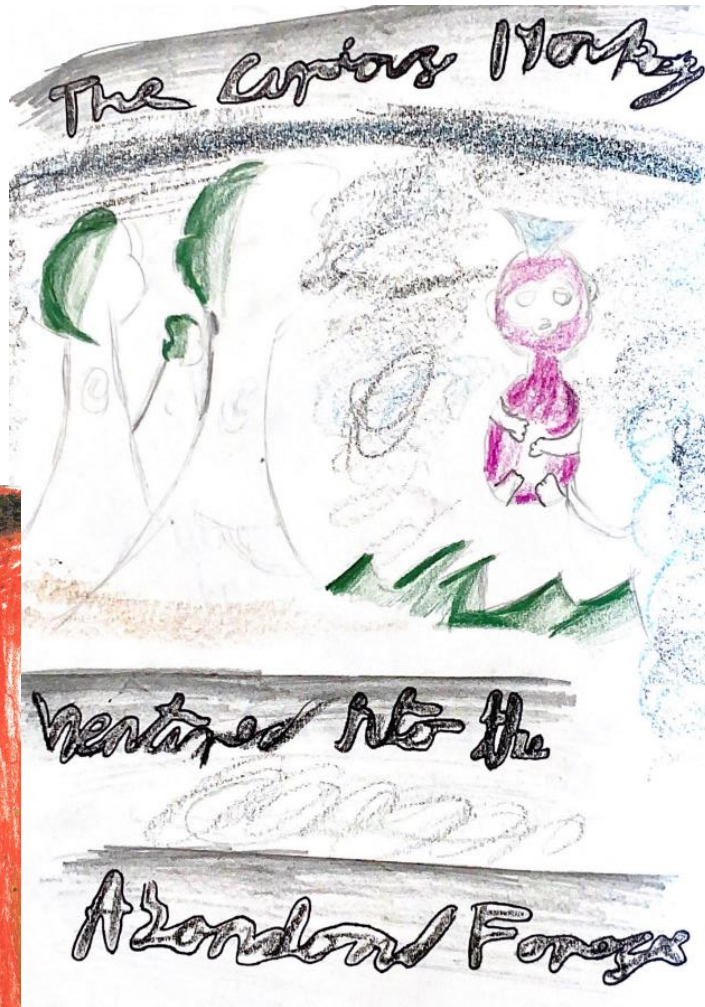
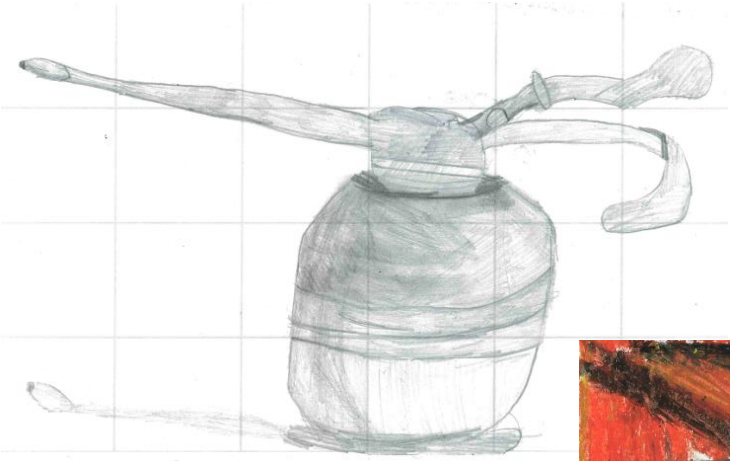
Visits

- Year 2 trip to Windsor Castle as a part of their topic on Fire and Dragons – the children will stop at certain points in the castle to create observational drawings.
- Year 3 trip to Whipsnade Zoo as a part of their topic on Animals – after the visit, the children will make a model of an animal of their choice using mod roc, and then decorate using a range of mediums.
- Year 5 trip to the British Museum as a part of their Ancient Greece topic - the children can view the Ancient Greek exhibit and create drawings of different statues.

Experiences

- The Big Draw for Black History Month
- The children participated in a competition for designing and making royal crowns for the Year 6 production (2024), where the winners received prizes
- Our children have the opportunity to compete in different Art competitions throughout the year

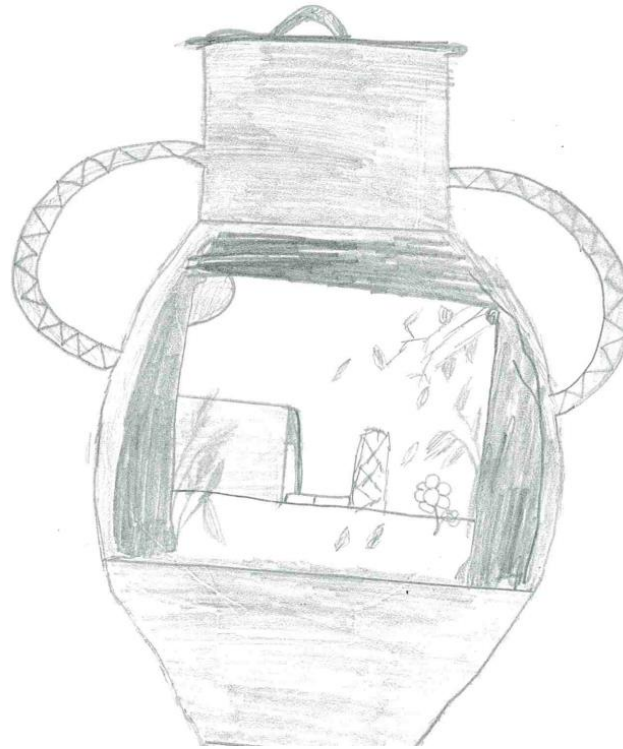
Examples of learning



The little boy (Bennett)
had been timed
5 minutes to
finish the obstacles of the clouds.
He finished and was
rewarded 500 Gold



Examples of learning



Examples of learning

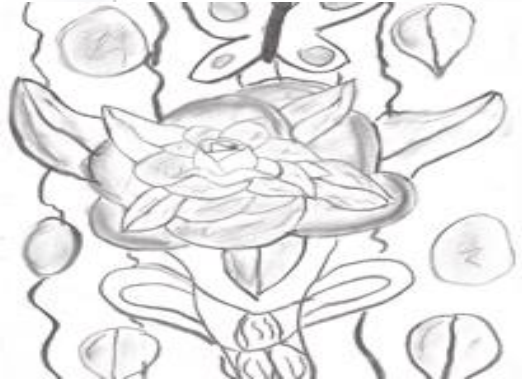
Enna Butchok



10/11/23 Paul Hill



I like the ...



The silly loves and the brig.



the 'jabberwocky'!

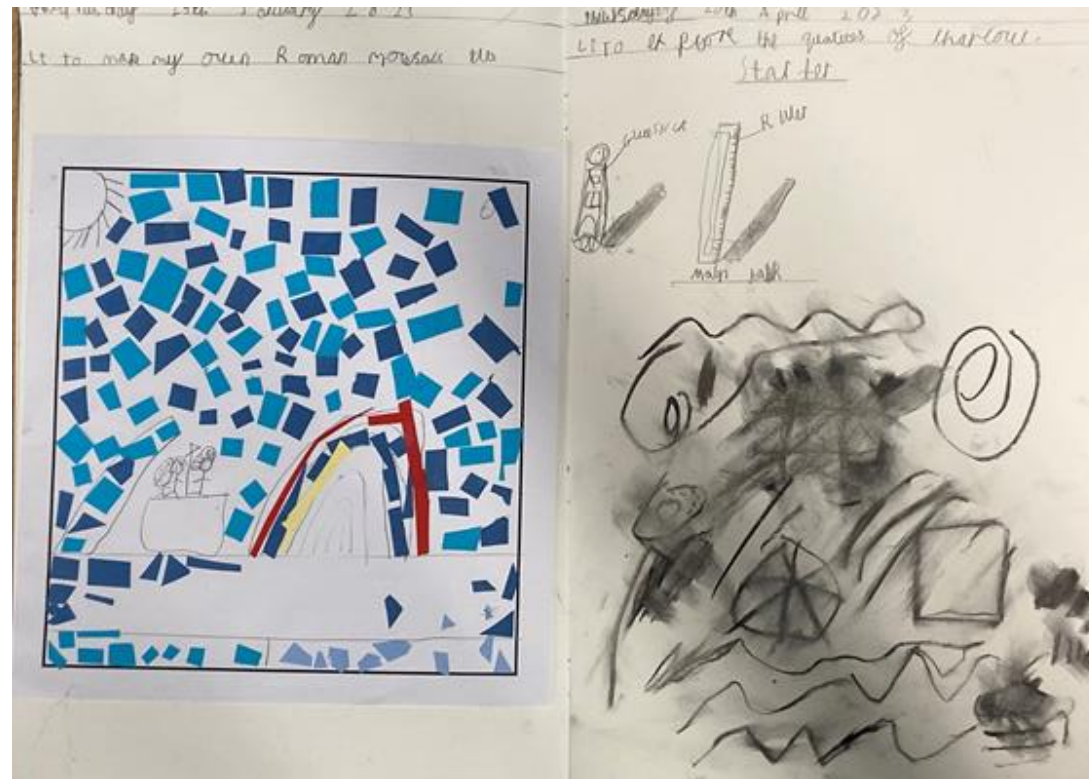
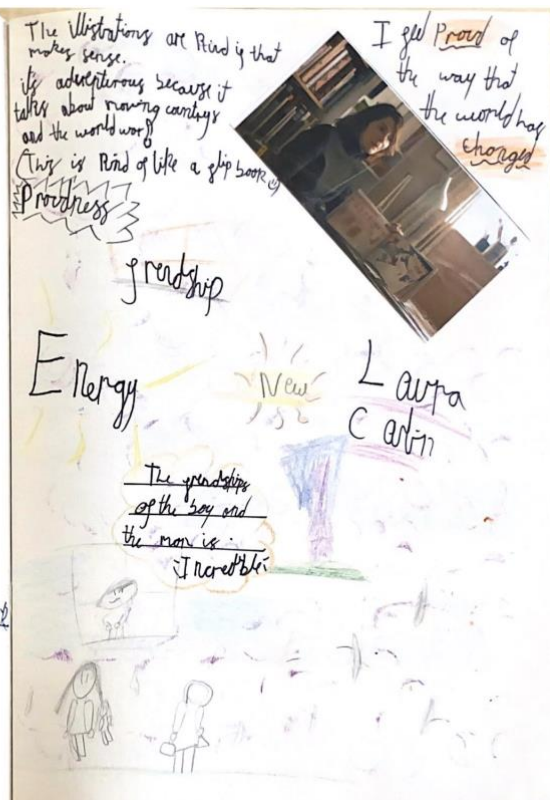
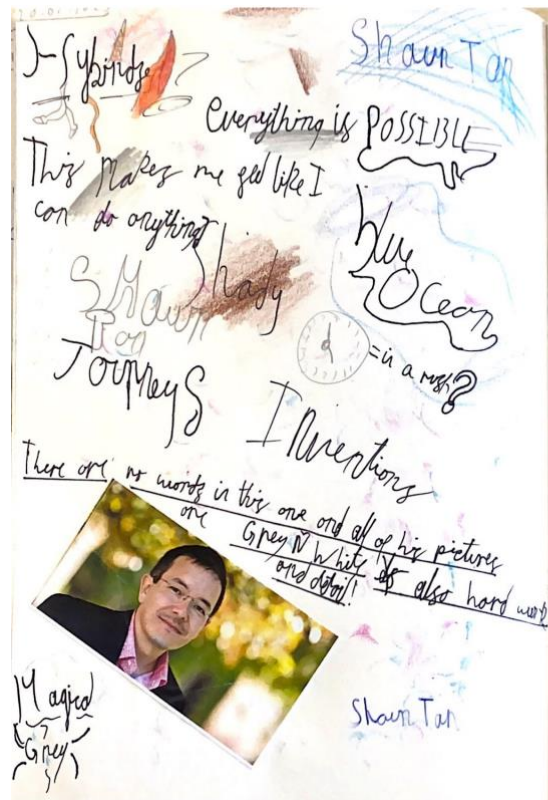


22/11/23



Examples of learning

Sketchbooks examples:



Pupil voice

What our children say about Art:

Children were asked: Do you enjoy Art? Why?

“I enjoy Art lessons at school because there are no wrong answers and everything you create is unique to you” (Year 6)

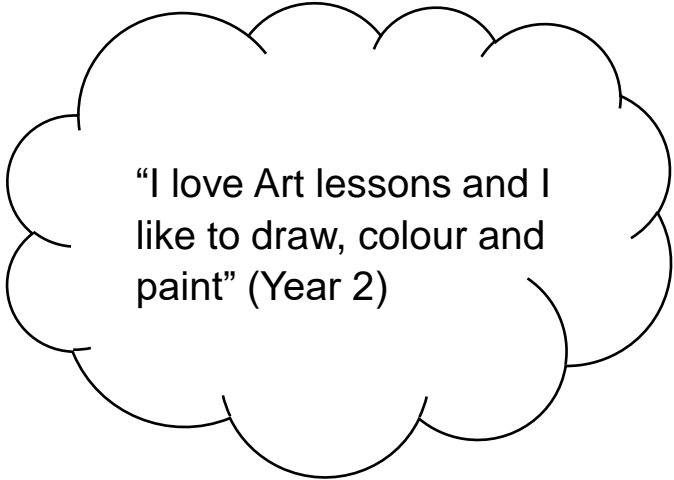
“I like when we paint in Art lessons, and I love learning about different artists” (Year 4)

“I love drawing pictures and using all the colours of the rainbow” (Year 1)

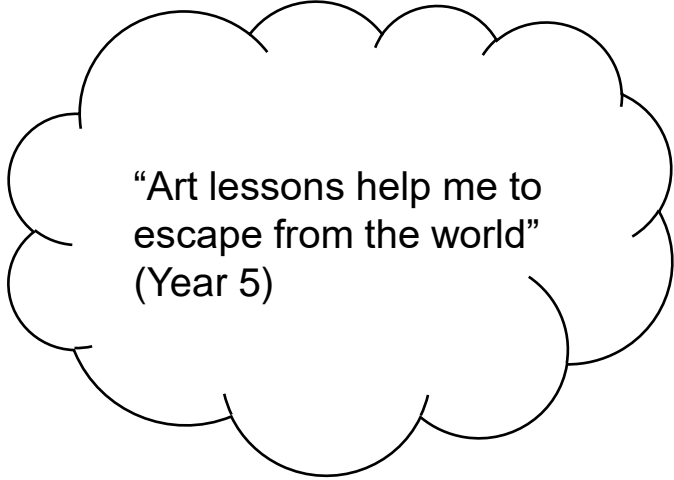
Pupil voice

What our children say about Art:

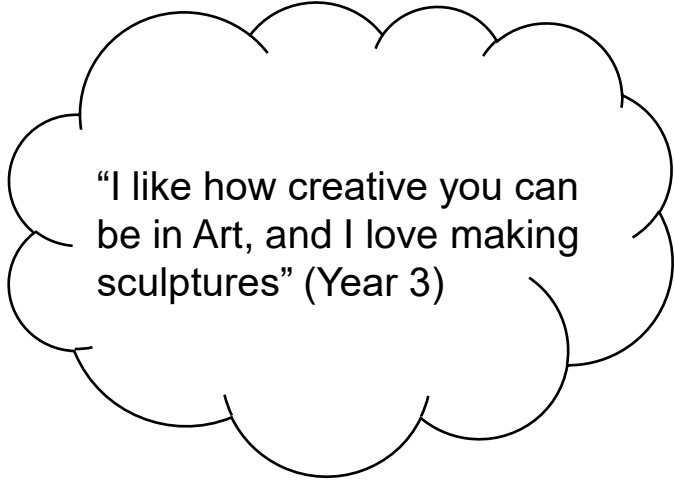
Children were asked: Do you enjoy Art? Why?

A black and white line drawing of a thought bubble with a scalloped edge.

“I love Art lessons and I like to draw, colour and paint” (Year 2)

A black and white line drawing of a thought bubble with a scalloped edge.

“Art lessons help me to escape from the world” (Year 5)

A black and white line drawing of a thought bubble with a scalloped edge.

“I like how creative you can be in Art, and I love making sculptures” (Year 3)