



**Ruardean C of E Primary**  
*Love of learning – Love of life – Love of one another*  
**Art and Design Progression**  
Substantive Knowledge  
(adapted from Access Art)

	Year 1/2	Year 3/4	Year 5/6
DRAWING	<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a></p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Know that Chiaroscuro means 'light/dark' and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move. Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p>	<p>Understand that designers create fonts and work with typography. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></p> <p>Understand that graphic designers use typography and image to create packaging. <a href="#">2D to 3D</a></p> <p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 3D</a></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 3D</a></p>
SKETCHBOOKS	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation and that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways</a></p> <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own way of working in a sketchbook. <a href="#">All Pathways</a></p>	<p>Understand that sketchbooks are places for personal experimentation and that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways</a></p> <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own way of working in a sketchbook. <a href="#">All Pathways</a></p>
PRINTMAKING	<p>Understand prints are made by transferring an image from one surface to another. <a href="#">Simple Printmaking</a></p> <p>Understand relief prints are made when we print from raised images (plates). <a href="#">Simple Printmaking</a></p>	<p>Understand monoprints or monotypes are prints made by drawing through an inked surface, transferring the marks on to another sheet. <a href="#">Explore Through Monoprint</a></p>	<p>Understand that monotypes are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. <a href="#">Making MonoTypes</a></p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a></p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <a href="#">Activism</a></p>

	Year 1/2	Year 3/4	Year 5/6
PAINTING	<p>Understand watercolour is a media which uses water and pigment. <a href="#">Exploring Watercolour</a></p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <a href="#">Exploring Watercolour</a></p> <p>Understand that the properties of the paint, and how it is used, will affect the mark making. <a href="#">Expressive Painting</a></p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a></p> <p>Understand that primary colours can be mixed together to make secondary colours. <a href="#">Expressive Painting Music &amp; Art</a></p> <p>Understand the concept of still life. <a href="#">Expressive Painting</a></p>	<p>Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a></p> <p>Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a></p> <p>Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a></p> <p>Understand that 'still life' is a name given to the genre of painting (or making) a collection of objects. <a href="#">Exploring Still Life</a></p> <p>Understand that still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a></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. <a href="#">Mixed Media Landscapes</a></p>
COLLAGE/MAKING	<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a></p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></p> <p>Understand we can create our own papers with which to collage. <a href="#">Making Birds</a></p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Playful Making Making Birds</a></p> <p>Understand the meaning of "Design through Making" <a href="#">Playful Making Making Birds</a></p> <p>Understand the role of an architect. <a href="#">Be an Architect</a></p> <p>Understand when we make sculpture by adding materials it is called Construction. <a href="#">Be an Architect Stick Transformation Project</a></p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling. <a href="#">Telling Stories</a></p> <p>Understand that clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p> <p>Understand that an armature is an interior framework which supports a sculpture. <a href="#">Telling Stories</a></p> <p>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></p> <p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. <a href="#">Art of Display</a></p> <p>Understand that artists can represent objects, in a particular context with a particular intention, to change the meaning of that object. <a href="#">Art of Display</a></p> <p>Understand that sometimes people themselves can be the object, as in performance art. <a href="#">Art of Display</a></p> <p>Understand that making sculpture can be challenging and it takes a combination of skills, but that we can learn through practice. To know that it is ok to take creative risks and ok if things go wrong as well as right. <a href="#">Sculpture &amp; Structure Festival Feasts</a></p>	<p>Understand that set designers can design/make sets for theatres or for animations. <a href="#">Set Design</a></p> <p>Understand that designers often create scaled models to test and share ideas with others. <a href="#">Set Design</a></p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Architecture: Big or Small</a></p> <p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. <a href="#">Brave Colour</a></p> <p>Understand that designers &amp; makers sometimes work towards a brief, but always bring their own experience to the project. <a href="#">Exploring Identity Take a Seat</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our lives. <a href="#">Brave Colour Exploring Identity Take a Seat</a></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. <a href="#">Take a Seat Shadow Puppets</a></p>

	Year 1/2	Year 3/4	Year 5/6
Purpose/Visual Literacy/Articulation	<p>Look at the work of artists listening to their intention behind the work and the context in which it was made.</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>Understand we may all have different responses in terms of our thoughts and the things we make.</p> <p>Understand all responses are valid.</p> <p><a href="#">All Pathways</a></p>	<p>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.</p> <p>Understand all responses are valid. <a href="#">All Pathways</a></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 sketchbooks to help consolidate and take ownership of 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.</p> <p>Understand all responses are valid. <a href="#">All Pathways</a></p>



## Ruardean C of E Primary

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### Art and Design Progression

#### Implicit Knowledge/Skills

(adapted from Access Art)

	Year 1/2	Year 3/4	Year 5/6
DRAWING	<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Draw from a paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Making Birds</a></p> <p>Draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <a href="#">Simple Printmaking</a></p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. <a href="#">Explore &amp; Draw</a></p> <p>Use drawing exercises to focus on exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</a> <a href="#">Be an Architect</a></p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw</a> <a href="#">Music &amp; Art</a> <a href="#">Explore Through Monoprint</a></p> <p>Create final collaged drawings which explore composition. <a href="#">Explore &amp; Draw</a> <a href="#">Music &amp; Art</a></p> <p>Make drawings inspired by sound. <a href="#">Music &amp; Art</a></p>	<p>Make marks with charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Develop mark making skills by deconstructing the work of artists. <a href="#">Cloth, Thread, Paint</a></p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. <a href="#">Animated Drawings</a></p> <p>Create own narratives by arranging toys in staged scenes, using these as subject matters to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light to create shadow. <a href="#">Storytelling Through Drawing</a></p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a></p> <p>Use 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. <a href="#">Storytelling Through Drawing</a></p>	<p>Create fonts inspired by objects/elements around them. Use close observational drawing with pen, and use creative skills to transform into letters. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how they can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></p> <p>Combine drawing with making to create pictorial/3d maps which explore qualities of their personality or a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. <a href="#">Typography &amp; Maps</a></p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric sets to help inform set design <a href="#">Set Design</a></p> <p>Explore using negative and positive space to 'see' and draw a simple object. <a href="#">2D to 3D</a></p> <p>Use the grid system to scale up an image, transferring it onto card. <a href="#">2D to 3D</a></p> <p>Use collage to add tonal marks to the flat image. <a href="#">2D to 3D</a></p>

	Year 1/2	Year 3/4	Year 5/6
SKETCHBOOKS	<p>Make a new sketchbook (elastic band or hole punch) OR make spaces and places inside a bought sketchbook. <a href="#">Spirals</a> <a href="#">Explore &amp; Draw</a></p> <p>Use sketchbooks to: Explore mark making <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Exploring Watercolour</a> <a href="#">Making Birds</a></p> <p>Explore the qualities of different media. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a> <a href="#">Be an Architect</a> <a href="#">Music &amp; Art</a></p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Making Birds</a> <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a></p> <p>Test out printmaking ideas. <a href="#">Simple Printmaking</a></p> <p>Explore colour and colour mixing. <a href="#">Expressive Painting</a> <a href="#">Music &amp; Art</a></p> <p>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Exploring Watercolour</a></p> <p>Make visual notes about artists studied. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a> <a href="#">Be an Architect</a> <a href="#">Music &amp; Art</a></p>	<p>Work in sketchbooks to: Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a></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 their own. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories Cloth, Thread, Paint</a> <a href="#">Animated Drawings</a> <a href="#">Storytelling Through Drawing</a> <a href="#">Art of Display</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories Cloth, Thread, Paint</a> <a href="#">Animated Drawings</a></p> <p>Practise drawing skills. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p> <p>Test and experiment with materials. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p> <p>Brainstorm animation ideas. <a href="#">Animated Drawings</a></p> <p>Brainstorm pattern, colour, line and shape. <a href="#">Exploring Still Life</a> <a href="#">Festival Feasts</a></p> <p>Brainstorm and explore ideas relating to performance art. <a href="#">Art of Display</a></p> <p>Reflect. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Art of Display</a> <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p>	<p>Use sketchbooks to: Explore and develop mark making. <a href="#">Typography &amp; Maps</a> <a href="#">Mixed Media Landscapes</a> <a href="#">Set Design</a> <a href="#">Activism</a> <a href="#">2D to 3D</a> <a href="#">Exploring Identity</a> <a href="#">Shadow Puppets</a></p> <p>Explore combinations and layering of media. <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Experiment with different media and different marks to capture the energy of a landscape. <a href="#">Mixed Media Landscapes</a></p> <p>Explore colour: make colours, collect colours, experiment with how colours work together and be able to articulate the processes involved. <a href="#">Activism</a> <a href="#">Brave Colour</a> <a href="#">Mixed Media Landscapes</a></p> <p>Practise seeing negative and positive shapes. <a href="#">2D to 3D</a> <a href="#">Activism</a></p> <p>Use the grid method to scale up an image. <a href="#">2D to 3D</a></p> <p>Brainstorm ideas generated when reading poetry or prose. <a href="#">Making MonoTypes</a> <a href="#">Set Design</a></p> <p>Explore ideas relating to design: inspiration source, materials, textures, colours, mood, lighting etc. <a href="#">Set Design</a> <a href="#">Architecture: Big or Small</a> <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps</a> <a href="#">Making MonoTypes</a> <a href="#">Mixed Media Landscapes</a> <a href="#">Set Design</a> <a href="#">Architecture: Big or Small</a> <a href="#">Activism</a> <a href="#">2D to 2D</a> <a href="#">Exploring Identity</a> <a href="#">Brave Colour</a> <a href="#">Take a Seat</a> <a href="#">Shadow Puppets</a></p>
PRINTMAKING	<p>Use hands and feet to make simple prints, using primary colours. <a href="#">Simple Printmaking</a></p> <p>Collect textured objects and make rubbings. Press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. <a href="#">Simple Printmaking</a></p> <p>Explore the concepts of repeat, pattern and sequencing. <a href="#">Simple Printmaking</a></p>	<p>Transfer the skills learnt in drawing and sketchbooks to monoprint by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. <a href="#">Explore Through Monoprint</a></p>	<p>Combine monotype with painting and collage to make an artist’s book inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using monoprint to layer lines and marks. <a href="#">Making MonoTypes</a></p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create their piece of activist art. <a href="#">Activism</a></p> <p>Or create a zine using similar methods. <a href="#">Activism</a></p>

	Year 1/2	Year 3/4	Year 5/6
PAINTING	<p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. <a href="#">Exploring Watercolour</a></p> <p>Paint without a fixed image of what you are painting in mind. <a href="#">Exploring Watercolour</a></p> <p>Respond to your painting, and try to imagine an image within. <a href="#">Exploring Watercolour</a></p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. <a href="#">Exploring Watercolour</a></p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment using home made tools. <a href="#">Expressive Painting</a></p> <p>Create an arrangement of objects. Use as the focus for an abstract still life painting with gestural marks using skills learnt above. <a href="#">Expressive Painting</a></p>	<p>Use paint, mixing colours, to complete the sculpture inspired by literature <a href="#">Telling Stories</a></p> <p>Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint</a></p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <a href="#">Cloth, Thread, Paint</a></p> <p>Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. Consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a></p> <p>Use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). <a href="#">Exploring Still Life</a></p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a></p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a></p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a></p>	<p>Explore how print is combined with paint and collage to create a cohesive artwork. <a href="#">Making MonoTypes</a></p> <p>Explore how they can you paint to capture your response to a place. Explore how the media chosen, combined with the marks made and how their bodies are used, will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></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. <a href="#">Exploring Identity</a></p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Exploring Identity</a></p>

	Year 1/2	Year 3/4	Year 5/6
<b>COLLAGE/MAKING</b>	<p>Collage with painted papers exploring colour, shape and composition. <a href="#">Simple Printmaking</a></p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a></p> <p>Use observational drawings, cutting out the separate drawings and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing. <a href="#">Explore &amp; Draw</a></p> <p>Collage with drawings to create invented forms. <a href="#">Explore &amp; Draw Music &amp; Art</a></p> <p>Use a combination of two or more materials to make sculpture. <a href="#">Playful Making Making Birds</a></p> <p>Use construction methods to build. <a href="#">Playful Making Making Birds</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Playful Making Making Birds</a></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. <a href="#">Be an Architect</a></p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Be an Architect</a> <a href="#">Stick Transformation Project</a> <a href="#">Music &amp; Art</a></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. <a href="#">Stick Transformation Project</a></p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. <a href="#">Animated Drawings</a></p> <p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. <a href="#">Art of Display</a></p> <p>Work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. <a href="#">Art of Display</a></p> <p>Construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. <a href="#">Art of Display</a></p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting. Use Design through Making philosophy and reflect at all stages to inform future making. <a href="#">Sculpture &amp; Structure</a> <a href="#">Festival Feasts</a></p> <p>Combine modelling with construction using mixed media and painting to create sculpture. <a href="#">Festival Feasts</a></p>	<p>Use Design through Making, inspired by a brief, to create a scale model set for a theatre production or an animation. <a href="#">Set Design</a></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <a href="#">Set Design</a></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 they can understand how their intention relates to the reality of what they are building. <a href="#">Architecture: Big or Small</a></p> <p>Use the device of scaled model to imagine what their installation might be, working in response to a brief or challenge to enable a viewer to have a physical experience. <a href="#">Brave Colour</a></p> <p>Use a variety of materials, including light and sound, to make a model. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. <a href="#">Brave Colour</a></p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring their personality and character to the piece. <a href="#">Take a Seat</a></p> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Work collaboratively to perform a simple show sharing a narrative which has meaning to them. <a href="#">Shadow Puppets</a></p>

	Year 1/2	Year 3/4	Year 5/6
Purpose/Visual Literacy/Articulation	<p>Reflect upon the artists' work, and share responses verbally ("I liked...").</p> <p>Present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Share responses to classmate's work, appreciating similarities and differences.  <a href="#">All Pathways</a></p>	<p>Reflect upon the artists' work, and share their response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present their 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.</p> <p>Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about their own work and respond.</p> <p>Document work using photography or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways</a></p>	<p>Reflect upon the artists' work, and share their response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present their 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.</p> <p>Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about their own work and respond.</p> <p>Document work using photography or by making a drawing. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways</a></p>