



ESW Art Curriculum  
Overview of Progression

Drawing		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning								
	Project/Unit Title		<a href="#">Spirals</a> <a href="#">Making Birds</a>	<a href="#">Explore &amp; Draw</a>	<a href="#">Gestural Drawing with Charcoal</a>	<a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Pattern</a>		
	Substantive Knowledge		<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</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to create patterns for products: Artists work with pattern to create paintings</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="#">Exploring Identity</a></p> <p>Understand that there are technical processes we can use to help us see, draw and make our work <a href="#">Exploring identity</a></p>

					<p>explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move.</p>	<p>or other works. <a href="#">Exploring Pattern</a></p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. <a href="#">Exploring Pattern</a></p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. <a href="#">Exploring Pattern</a></p>	
	Disciplinary Knowledge		<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>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></p>	<p>Make marks using 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</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</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 <a href="#">Activism</a></p>

			<p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Making Birds</a></p> <p>Pupils 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>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</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="#">Explore Through Monoprint</a></p> <p>Create final collaged drawings (see column 5 "collage") which explore</p>	<p>explore Chiaroscuro and which explore 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>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. <a href="#">Telling Stories</a></p>	<p>portray light/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 according to intention, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a></p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. <a href="#">Exploring Pattern</a></p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and</p>	<p>Explore using negative and positive space to "see" and draw a simple element/object. <a href="#">Exploring identity</a></p> <p>Explore line weight, rhythm, grip, mark making and shape. <a href="#">Exploring identity</a></p> <p>Use charcoal, graphite, pencil, pastel to create portraits <a href="#">Exploring Identity</a></p>
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				composition. <a href="#">Explore &amp; Draw</a>		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>		
	New Vocabulary							

Sketchbooks								
Area of learning		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Project/Unit Title		<a href="#">All Pathways for Year 1</a>	<a href="#">All Pathways for Year 2</a>	<a href="#">All Pathways for Year 3</a>	<a href="#">All Pathways for Year 4</a>	<a href="#">All Pathways for Year 5</a>	<a href="#">All Pathways for Year 6</a>
	Substantive Knowledge		Introduce what a sketchbook is for . Understand it is owned by the pupil for experimentation	Continue to build understanding that sketchbooks are places for personal experimentation.	Continue to build understanding that sketchbooks are places for personal experimentation.	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of		

		and exploration. <a href="#">Spirals</a> Make a simple elastic band sketchbook. Personalise it. <a href="#">Spirals</a>	Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 2</a> Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a>	<a href="#">All Pathways for Year 3</a> Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a> Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a>	working in a sketchbook. <a href="#">All Pathways for Year 4</a>		
Disciplinary Knowledge	Develop experience of primary and secondary colours  Explore mark making	Use sketchbooks to: Test out printmaking ideas <a href="#">Simple Printmaking</a> Develop experience of primary and secondary colours <a href="#">Spirals Simple Printmaking</a> Practice	Use sketchbooks to: Explore the qualities of different media. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a> Make close observational drawings of small objects, drawn to scale, working slowly, developing	Work in sketchbooks to: Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a> Make visual notes using a variety of media using the "Show Me What You See" technique when	Use sketchbooks to:  Practise drawing skills. <a href="#">Storytelling Through Drawing Exploring Pattern Festival Feasts</a>  Make visual notes to record ideas and processes discovered	Use sketchbooks to:  Explore mark making. <a href="#">Mixed Media Landscapes</a>  Brainstorm ideas generated when reading poetry or prose. <a href="#">Making MonoTypes</a>	Use sketchbooks to:  Practise seeing negative and positive shapes. Exploring identity, <a href="#">Activism</a>  Explore what your passions, hopes and fears might be. What makes you

			<p>observational drawing <a href="#">Spirals Simple</a> <a href="#">Printmaking</a> <a href="#">Making Birds</a></p> <p>Explore mark making <a href="#">Spirals Simple</a> <a href="#">Printmaking</a> <a href="#">Making Birds</a></p>	<p>mark making. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through</a> <a href="#">Monoprint</a></p> <p>Explore colour and colour mixing. <a href="#">Expressive</a> <a href="#">Painting</a></p> <p>Make visual notes about artists studied. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through</a> <a href="#">Monoprint</a></p>	<p>looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a></p> <p>Brainstorm animation ideas. <a href="#">Working with Shape &amp; Colour</a></p>	<p>through looking at other artists. <a href="#">Storytelling</a> <a href="#">Through Drawing</a> <a href="#">Exploring Pattern</a> <a href="#">Festival Feasts</a></p> <p>Test and experiment with materials. <a href="#">Storytelling</a> <a href="#">Through Drawing</a> <a href="#">Exploring Pattern</a> <a href="#">Festival Feasts</a></p> <p>Brainstorm pattern, colour, line and shape. <a href="#">Exploring Pattern</a> <a href="#">Festival Feasts</a></p> <p>Reflect. <a href="#">Storytelling</a> <a href="#">Through Drawing</a> <a href="#">Exploring Pattern</a> <a href="#">Festival Feasts</a></p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Mixed Media Landscapes</a></p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media Landscapes</a></p>	<p>you? How can you find visual equivalents for the words in your head? <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Activism</a></p> <p>Explore combinations and layering of media. <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Develop Mark Making <a href="#">Activism</a> <a href="#">Exploring Identity</a> <a href="#">Shadow Puppets</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism</a> <a href="#">Exploring</a></p>
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								<a href="#">Identity Shadow Puppets</a>
	New Vocabulary							

<b>Printmaking</b>		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning								
	Project/Unit Title		<a href="#">Simple Printmaking</a>	<a href="#">Explore Through Monoprint</a>	<a href="#">Working with Shape &amp; Colour</a>	<a href="#">Festival Feasts</a>	<a href="#">Making MonoTypes</a>	<a href="#">Activism</a>
	Substantive Knowledge		<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 mono prints or mono types 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 screen prints are made by forcing ink over a stencil. <a href="#">Working with Shape &amp; Colour</a></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</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. <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</p>



					shapes. <a href="#">Working with Shape &amp; Colour</a>			specific to the intention of the artist. <a href="#">Activism</a>  Understand that artists can help shape the world for the better
	Disciplinary Knowledge		Use hands and feet to make simple prints, using primary colours. <a href="#">Simple Printmaking</a>  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. <a href="#">Simple Printmaking</a>  Explore concepts like “repeat” “pattern” “sequencing” .	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. <a href="#">Explore Through Monoprint</a>	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. <a href="#">Working with Shape &amp; Colour</a>	To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a>  To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a>	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. <a href="#">Making MonoTypes</a>	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <a href="#">Activism Exploring Identity</a>  Use screen printing and/or monoprinting over collaged and painted sheets to create your piece of activist art. <a href="#">Activism</a>

			<a href="#">Simple Printmaking</a> .					Or create a zine using similar methods. <a href="#">Activism</a>
	New Vocabulary							

Painting								
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning								
	Project/Unit Title	<a href="#">Exploring Watercolour</a>		<a href="#">Expressive Painting</a>	<a href="#">Telling Stories</a>	<a href="#">Festival Feasts</a>	<a href="#">Mixed Media Landscapes</a> <a href="#">Exploring Still Life</a>	<a href="#">Exploring Identity</a>
	Substantive Knowledge	Understand watercolour is a media which uses water and pigment. <a href="#">Exploring Watercolour</a>  Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour		Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a>  Understand that the properties of	Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a>  Understand that paint acts differently on different surfaces. <a href="#">Telling Stories</a>		Understand the concept of still life and landscape painting.  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.	

		marks. <a href="#">Exploring Watercolour</a>		the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a>			<a href="#">Mixed Media Landscapes</a>	
				Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting</a>			Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a>	
				Understand the concept of still life. <a href="#">Expressive Painting</a>			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>	
	Disciplinary Knowledge	Explore watercolour in an intuitive way to build understanding of the properties of the medium. <a href="#">Exploring Watercolour</a>		Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). <a href="#">Telling Stories</a>	To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a>	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a>	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>
						To make work as part of a		

		<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>tools. <a href="#">Expressive Painting</a></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. <a href="#">Expressive Painting</a></p>	<p>Explore painting over different surfaces, e.g. clay <a href="#">Telling Stories</a></p>	<p>community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a></p>	<p>To 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>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. <a href="#">Making MonoTypes</a></p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose,</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>
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							<p>combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></p> <p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”). <a href="#">Making Monotypes</a></p>	
	New Vocabulary							

<b>Collage</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Area of learning								
	Project/Unit Title		<a href="#">Making Birds</a> <a href="#">Simple Printmaking</a>	<a href="#">Explore &amp; Draw</a>	<a href="#">Working with Shape &amp; Colour</a>			
	Substantive Knowledge		<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a></p> <p>Understand we can create our own papers with which to collage. <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 that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Working with Shape &amp; Colour</a></p>			
	Disciplinary Knowledge		<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,</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</p>	<p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork.</p>			

			manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a>	with further drawing made in response to the collaged sheet. <a href="#">Explore &amp; Draw</a>	Explore positive and negative shapes, line, colour and composition. <a href="#">Working with Shape &amp; Colour</a>			
	New Vocabulary			Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw</a>				

<b>Making</b>		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning								
	Project/Unit Title	<a href="#">Playful Making</a> <a href="#">Making Birds</a>	<a href="#">Making Birds</a>		<a href="#">Telling Stories</a>	<a href="#">Festival Feasts</a>	<a href="#">Making Monotypes</a>	<a href="#">Exploring Identity</a>
	Substantive Knowledge	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.	Understand that sculpture is the name sometimes given for artwork which exists in		Understand that many makers use other artforms as inspiration, such as literature, film,	To understand that make sculpture can be challenging. To understand its takes a	Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion	Understand that artists use a variety of media including light and sound as well as physical media to create

		<p><a href="#">Playful Making</a> <a href="#">Making Birds</a></p> <p>Understand the meaning of “Design through Making” <a href="#">Playful Making Making Birds</a></p>	<p>three dimensions. <a href="#">Making Birds</a></p> <p>Understand the meaning of “Design through Making” <a href="#">Making Birds</a></p>		<p>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 (an additive process). <a href="#">Telling Stories</a></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p> <p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p>	<p>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. <a href="#">Festival Feasts</a></p>	<p>design. <a href="#">Making Monotypes</a></p>	<p>installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Exploring Identity</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to</p>
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								suit us. That we can be inspired by the past and make things for the future. <a href="#">Shadow Puppets</a>
Disciplinary Knowledge	Use a combination of two or more materials to make sculpture. <a href="#">Playful Making Birds</a>	Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a>		Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a>	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 to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. <a href="#">Festival Feasts</a>		Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. <a href="#">Shadow Puppets</a>	
	Use construction methods to build. <a href="#">Playful Making Birds</a>	Use construction methods to build. <a href="#">Making Birds</a>		Make an armature to support the sculpture. <a href="#">Telling Stories</a>				
	Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Playful Making Birds</a>	Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a>				To combine modelling with construction using mixed media and painting to create	Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working	

						sculpture. <a href="#">Festival Feasts</a>		collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a>
	New Vocabulary							

Visual Literacy		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning								
	Project/Unit Title		<a href="#">All Pathways for Year 1</a>	<a href="#">All Pathways for Year 2</a>	<a href="#">All Pathways for Year 3</a>	<a href="#">All Pathways for Year 4</a>	<a href="#">All Pathways for Year 5</a>	<a href="#">All Pathways for Year 6</a>
	Substantive Knowledge		<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</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>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</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. 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 artists often collaborate on</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to</p>

			<p>responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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. <a href="#">All Pathways for Year 6</a></p>
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					responses are valid.			
	Disciplinary Knowledge		<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>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>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</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>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</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>

				work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.  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.		feedback about your own work and respond.  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.  Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.  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.
	New Vocabulary							