

Art Curriculum and Assessment Map

EYFS area of Learning	Expressive Arts & Design: exploring and using media and materials	
	Reception	Links to KS1 Curriculum
Fundamental Knowledge:	<p>Combines different media and materials to create different effects, experimenting with different techniques and a range of tools to create different effects.</p> <p>Combines different lines and shapes in drawings and draws a person with a head, body, arms, legs and facial features.</p> <p>Describes and explains the processes use.</p> <p>Mixes colours to create tones and shade.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work</p> <p>.</p>
EARLY LEARNING GOAL	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	

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Year 1			
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		
	Autumn Term – drawing and Sketchbooks	Spring Term - Painting, and Sketchbooks	Summer Term - Sculpture, sketchbooks, drawing
Artists	Molly Haulund	Paul Klee, Emma Burleigh	Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett
Pathway	Spirals	Exploring Watercolour	Playful Making
Technical Knowledge	<p>Creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Understanding how to make spiral drawings using their whole bodies by making “snail drawings”.</p> <p>Use qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Draw from first hand observation, observing detail.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> Develop experience of primary and secondary colours Practice observational drawing Explore mark-making 	<p>Understand that watercolour is a media which uses water and pigment.</p> <p>Understand that we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to own painting and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>	<p>Understand that there is a relationship between drawings on paper (2d) and making (3d). Understand that we can transform 2d drawings into 3d objects.</p> <p>Create drawings inspired by the sculptures that they have seen.</p> <p>Understand that collage is the art of using elements of paper to make images.</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Use a combination of two or more materials to make sculpture. Use construction methods to build.</p>

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Cultural Knowledge	<p>Featured artists: Molly Haslund, Paul Klee, Emma Burleigh, Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</p> <ul style="list-style-type: none"> • 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. • Reflect upon the artists' work and share response verbally ("I liked..."). 		
Critical Knowledge	<ul style="list-style-type: none"> • Understand that we may all have different responses in terms of our thoughts and the things we make. • Understand that we may share similarities. • Understand that all responses are valid. • Present own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Begin to share their response about peers' work. 		
Entitlement Vocabulary	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Mark Making	Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, Happy Accident, Explore, Discover, See, Develop	Sculpture, Sculptor, Three Dimensions, Design Through Making, Playful Making, Explore, Construction, Materials, Tools, Construct, Structure, Balance
Learning Checkpoint Tasks	End of unit artwork and associated evaluation		

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Year 2			
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		
	Autumn Term – drawing, sketchbooks and collage	Spring Term – Painting and Sketchbooks	Summer Term – Sculpture, Architecture, sketchbooks, drawing
Artists	Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White	Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Hundertwasser, Zaha Hadid, Heatherwick Studios
Pathway	Explore and Draw	Expressive Painting	Be An Architect
Technical Knowledge	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Explore composition and qualities of natural objects found in the local area through arranging, sorting & representing.</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</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.</p> <p>Collage with drawings to create invented</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract</p>	<p>Understand the term ‘architecture’.</p> <p>Explore line and mark making.</p> <p>Explore images and videos to frame discussion around artists work.</p> <p>Understand the ‘design through making’ approach to make their own architecture. Be inventive about the shapes and structures that they will use and which 3d forms they want to create.</p>

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	<p>forms. Combine with making if appropriate.</p> <p>Use drawing exercises to focus an exploration of observational drawing, combined with experimental mark making, using graphite, soft pencil or handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final drawings which explore composition.</p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> • Explore the qualities of different media. • Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. • Explore colour and colour mixing. • Make visual notes about artists studied. 	<p>still life painting using gestural marks using skills learnt above.</p>	
<p>Cultural Knowledge</p>	<p>Featured Artists: Andy Goldsworthy, Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne, Hundertwasser, Zaha Hadid, Heatherwick Studios</p> <ul style="list-style-type: none"> • 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. • Reflect upon the artists' work and share your response verbally ("I liked..."). 		
<p>Critical Knowledge</p>	<ul style="list-style-type: none"> • Understand that artists take their inspiration from around them, collecting and transforming. • Understand that, in art, we can experiment and discover things for ourselves. • Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Talk about intention. • Share responses to peers' work, appreciating similarities and differences. • Document work using still image (photography) or by making a drawing of the work. 		

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<p>Entitlement Vocabulary</p>	<p>Composition, Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape,</p>	<p>Gesture, Mark making, Loose, Emotion, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes</p>	<p>Architect, Architecture, Designer, Maker, Model, Scale, three Dimensional, Form, Structure, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>
<p>Learning Checkpoint Tasks</p>	<p>End of unit artwork and associated evaluation</p>		

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Year 3			
National Curriculum	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history 		
	Autumn Term – Drawing	Spring Term - Painting, Textiles, Drawing and Sketchbooks	Summer Term - Sculpture, Drawing, Sketchbooks
Artists	Edgar Degas, Laura McKendry, Heather Hansen	Alice Kettle, Hannah Rae	Rosie Hurley, Inbal Leitner, Roald Dahl , Quentin Blake
Pathway	Gesture Drawing with Charcoal	Cloth, Thread, Paint	Telling Stories Through Making
Technical Knowledge	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>Make marks using charcoal. Use hands as tools. Explore qualities of marks available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow.</p> <p>Option to explore making gestural drawings with charcoal using the whole body.</p> <p>Work in sketchbooks to:</p>	<p>Develop mark making skills by deconstructing the work of artists.</p> <p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <p>Continue to develop colour mixing skills.</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.</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>Know that clay and Modroc are soft materials which dry/set hard.</p> <p>Know that an armature is an interior framework which support a sculpture.</p> <p>Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p>

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	<ul style="list-style-type: none"> • Explore the qualities of charcoal. • 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. • Develop mark making skills. 		
Cultural Knowledge	<p>Featured Artists: Laura McKendry, Edgar Degas, Hannah Rae, Alice Kettle, Rosie Hurley</p> <ul style="list-style-type: none"> • 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. • Understand that artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Reflect upon the artists’ work, and share responses verbally (“I liked... I didn’t understand... it reminded me of...”). 		
Critical Knowledge	<ul style="list-style-type: none"> • Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. • Present 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. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to peers’ work, appreciating similarities and differences. Listen to feedback about own work and respond. • Document work using still image (photography) or by making a drawing of the work. 		
Entitlement Vocabulary	Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Positive & Negative Shapes, Silhouette,, Drama, Lighting, Shadow, Atmosphere, Narrative	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash	Sketchbooks, Brainstorm, Explore, Experiment, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Photograph, Lighting, Composition, Focus, Intention,
Learning Checkpoint Tasks	End of unit artwork and associated evaluation		

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Year 4			
National Curriculum	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		
	Autumn Term - Drawing, Sketchbooks and Collage	Spring Term - Drawing, Painting, Collage, Sketchbooks	Summer Term - Sculpture, Drawing, Sketchbooks
Artists	Laura Carlin, Shaun Tan	Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Anthony Gormley, Yinka Shonibare, Thomas J Price
Pathway	Storytelling through Art	Exploring Still Life	Art of Display
National Curriculum	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p> <p>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.</p> <p>Use sketchbooks to:</p>	<p>Understand that still life is the name given to the genre of painting (or making) a collection of objects/elements.</p> <p>Know that still life is a genre which artists have enjoyed for hundreds of years and which contemporary artists still explore today.</p> <p>Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. Consider lighting, surface, foreground and background.</p> <p>Use close observation and try different hues and tones to capture 3D form in 2 dimensions..</p>	<p>Understand the term 'plinth', and the concept behind it.</p> <p>Explore a variety of artists who use plinths in their work.</p> <p>Explore clay as a 'short term' construction material to make clay figurative sketches.</p> <p>Curate, photograph and build their own pocket-sized gallery, engaging in sculpture or billboard, thinking carefully about their positioning of the figures.</p>

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	<ul style="list-style-type: none"> - Practise drawing skills. - Make visual notes to record ideas and processes discovered through looking at other artists. - Test and experiment with materials. - Reflect. 		
Cultural Knowledge	<p>Featured Artists: Laura Carlin, Shau Tan, Paul Cezanne, Anthony Gormley, Yinka Shonibare, Thomas J Price</p> <ul style="list-style-type: none"> • 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. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 		
Critical Knowledge	<ul style="list-style-type: none"> • Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. • Present 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. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to peers' work, appreciating similarities and differences. Listen to feedback about own work and respond. • Document work using still image (photography) or by making a drawing of the work. 		
Entitlement Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D	Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object, Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition, Performance, Artist / Performer,
Learning Checkpoint Tasks	End of unit artwork and associated evaluation		

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Year 5			
National Curriculum	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		
	Autumn Term – Drawing , sketchbooks and making	Spring Term - Painting, Drawing, Sketchbooks	Summer Term – Sculpture, Making, Drawing, Sketchbooks
Artists	Louise Fili, Grayson Perry, Paula Scher	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson
Pathway	Typography and Maps	Inspired by Land & City Scapes	Set Design
Fundamental Knowledge	<p>Understand that designers create fonts and work with typography.</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.</p> <p>Create fonts inspired by objects/elements around you. Use close observation as inspiration and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>Combine drawing with making to create pictorial/3D maps which explore qualities of your personality or otherwise respond to a theme.</p> <p>Explore line weight, rhythm, grip, mark</p>	<p>Compare the artists and identify things which might be of interest to them in their own work.</p> <p>Extend sketchbooks by adding concertina pages. Add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used.</p> <p>Create quick drawings of the things that they see and note down their thoughts and feelings.</p> <p>Emphasis placed on exploration and experimentation. Using different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p>	<p>Discover the role of a set designer working in theatre / animation.</p> <p>Create quick drawings of sculptures and the things that they see, including thoughts and feelings</p> <p>Draw, build, and paint a dramatic set in response to text.</p> <p>Use charcoal to create expressive energetic drawings, considering the elements used within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them.</p>

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	<p>making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • Explore mark making. • Make visual notes to capture, consolidate and reflect upon the artists studied. 		
Cultural Knowledge	<p>Featured Artists: Louise Fili, Grayson Perry, Paula Scher, Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p> <ul style="list-style-type: none"> • 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. • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 		
Critical Knowledge	<ul style="list-style-type: none"> • Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. • Present 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. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to peers' work, appreciating similarities and differences. Listen to feedback about own work and respond. • Document work using still image (photography) or by making a drawing of the work. • Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? 		
Entitlement Vocabulary	<p>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols,</p>	<p>Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format</p>	<p>Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background,</p>
Learning Checkpoint Tasks	<p>End of unit artwork and associated evaluation</p>		

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Year 6			
National Curriculum	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		
	Autumn Term – Drawing, Sketchbooks, Making	Spring Term - Painting, Digital, Drawing, Sketchbooks	Summer Term – Sculpture, Making, Drawing, Sketchbooks
Artists	Lubaina Himid, Claire Harrup	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West
Pathway	2D Drawing to 3D Making	Exploring Identity	Brave Colour
Fundamental Knowledge	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2D drawings into 3D objects.</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the “flat image”.</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create to share your voice and passion with the world.</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.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p> <p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p>	<p>Explore elastic band sketchbooks using white paper and cardboard.</p> <p>Identify and explore colour within the sketchbooks.</p> <p>Understand how artists respond in different ways to colour.</p> <p>Create visual responses to artists’ work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.</p> <p>Explore through exploration, making choices about how they want to use colour in your artwork.</p> <p>Create models of sculptural installations exploring light, colour and form.</p>

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	<p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • Practise seeing negative and positive shapes. • Using the grid method to scale up an image. • Make visual notes to capture, consolidate and reflect upon the artists studied. 	<p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p>	
Cultural Knowledge	<p>Featured Artists: Lubaina Himid, Njideka Akunyili Crosby, Yinka Shonibare, Mike Barrett, Yinka Ilori</p> <ul style="list-style-type: none"> • Look at the work of designers, artists, and craftspeople. • 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. • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 		
Critical Knowledge	<ul style="list-style-type: none"> • Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. • 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. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to peers' work, appreciating similarities and differences. Listen to feedback about own work and respond. • Document work using still image (photography) or by making a drawing of the work. 		
Entitlement Vocabulary	<p>2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage Structure, Balance</p>	<p>Identity, Layer, Constructed, Portraiture Layering, Digital Art, Physical</p>	<p>Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation</p>
Learning Checkpoint Tasks	<p>End of unit artwork and associated evaluation</p>		