

	<p>Year 1/2 Knowledge and skills progression Prior: Spirals Y1/2 (Cycle B); Future: Storytelling Through Drawing; Gestural Drawing with Charcoal Yr3/4; 2D Drawing to 3D Making Yr 5/6</p>	<p>Year 3/4 Knowledge and skills progression Prior: Explore & Draw Yr 1/2; Gestural Drawing with Charcoal Yr3/4; Telling Stories through Making Y3/4 (Cycle B) Future: Monotypes (Cycle B) Yr 5/6</p>	<p>Year 5/6 Knowledge and skills progression Prior: Explore and Draw Y1/2; Playful Making Yr 1/2 (Cycle B); Storytelling Through Drawing Yr 3/4; Gestural Drawing Y3/4 (Cycle B); Sculpture, Structure, Inventiveness, Determination Y3/4</p>
<p>Autumn</p>	<p>Explore & Draw Drawing, Sketchbooks, Collage</p>	<p>Storytelling Through Drawing Drawing, Sketchbooks</p>	<p>2D Drawing to 3D Making Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</p>
<p>Drawing & Sketchbooks</p>	<p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p> <p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>	<p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Laura Carlin, Shaun Tan</p>	<p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Or,</p> <p>Pupils will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p> <p>Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or iPads.</p> <p>Lubaina Himid, Claire Harrup</p>

	<p align="center">Year 1/2 Knowledge and skills progression Prior: Explore & Draw Y1/2 Future: Monotypes Yr 5/6,</p>	<p align="center">Year 3/4 Knowledge and skills progression Prior: Flora and Fauna 1/2 (Cycle B); Simple Printmaking Yr 1/2; Future: 2D Drawing to 3D making Yr 5/6; Identity Yr 5/6</p>	<p align="center">Year 5/6 Prior knowledge and skills Prior: Exploring Still Life Y3/4</p>
<p>Spring</p>	<p>Simple Printmaking Printmaking, Collage, Sketchbooks</p>	<p>Exploring Still Life Drawing, Painting, Collage, Sketchbooks, Relief</p>	<p>Identity Painting, Digital, Drawing, Sketchbooks</p>
<p>Surface and colour</p>	<p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.</p> <p>Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16th Century artists. They will record and reflect throughout in their sketchbooks.</p> <p>Pupils will create their own still life artworks.</p> <p>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage. Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process. Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition. Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>

	<p align="center">Year 1/2</p> <p align="center">Knowledge and skills progression</p> <p align="center">Future: Sculpture, structures, inventiveness and determination Yr3/4; Set design Yr 5/6 (Cycle B)</p>	<p align="center">Year 3/4</p> <p align="center">Knowledge and skills progression</p> <p align="center">Prior: Playful Making Yr 1/2 (Cycle B); Stick Transformation Project Yr 1/2; Future: 2D Drawing and 3D Making Yr 5/6; Take a Seat Yr 5/6</p>	<p align="center">Year 5/6</p> <p align="center">Knowledge and skills progression</p> <p align="center">Prior: Playful making Yr 1/2 (Cycle B); Sculpture, structures, inventiveness & Determination Yr3/4</p>
<p align="center">Summer</p>	<p align="center">Stick Transformation Project</p> <p align="center">Sculpture, Drawing, Sketchbooks</p>	<p align="center">Sculpture, Structure, Inventiveness & Determination</p> <p align="center">Sculpture, drawing, Sketchbooks</p>	<p align="center">Take a Seat</p> <p align="center">Design, Making, Drawing, Sketchbooks</p>
<p align="center">Working in 3 Dimensions</p>	<p>Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on.</p> <p>Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation.</p> <p>Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Chris Kenny</i></p>	<p>Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.</p> <p>Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.</p> <p>Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p><i>Marcus Coates</i></p>	<p>Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</p> <p>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</p> <p>Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts.</p> <p>Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.</p> <p>They will record and develop their ideas in sketchbooks.</p> <p>Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery.</p> <p><i>Yinka Ilori</i></p>