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|  | <p align="center">Year 1/2 Knowledge and skills progression Prior: Explore and Draw Y1/2 Future: Gestural drawing with Charcoal Yr3/4; Typography and Maps Yr 5/6</p> | <p align="center">Year 3/4 Knowledge and skills progression Prior: Spirals Yr 1/2 Future: Typography and Maps Yr 5/6</p> | <p align="center">Year 5/6 Knowledge and skills progression Prior: Simple Printmaking Yr 1/2 Future: Activism Y5/6 (Cycle A)</p> |
| <p>Autumn</p> | <p>Spirals Drawing, Sketchbooks</p> | <p>Gestural Drawing with Charcoal Drawing, Sketchbooks</p> | <p>Making Monotypes Printmaking (Mono Print), Drawing, Sketchbooks</p> |
| <p align="center">Drawing & Sketchbooks</p> | <p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> | <p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> | <p>Pupils will become familiar with the term 'monotype'. They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook.</p> |
| | <p>Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> | <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> | <p>Pupils will be reminded of the vast array of marks available to them through looking at others artist's work. They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.</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. Molly Haslund.</p> | <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> | <p>Pupils will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They will use these components to capture the mood of the poem. Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage.</p> |
| | <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> | <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</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. Kevork Mourad</p> |
| | <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> | <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</p> | |
| | <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook</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. Edgar Degas, Laura McKendry,</p> | |

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| | | and understand that it is a platform for personal creative risk taking | Heather Hansen | |
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|  | Year 1/2 Knowledge and skills progression Future: Cloth, Thread and paint Yr 3/4; Exploring Still Life Yr 3/4 (Cycle A) | | Year 3/4 Knowledge and skills progression Prior: Flora and Fauna Yr 1/2 | Year 5/6 Knowledge and skills progression Prior: Spirals Yr 1/2 ; Gestural drawing with charcoal Yr 3/4 |
| Spring | Exploring Watercolour Painting, Sketchbooks, | | Cloth, Thread, Paint Painting, Textiles, Drawing, Sketchbooks | Typography and Maps Making, Drawing, Sketchbooks |
| Surface and colour | Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making. | | Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work. | Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further. |
| | Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own. | | Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing. | Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase. |
| | Pupils work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour. | | Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment. | Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills. |
| | Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion. Paul Klee, Emma Burleigh | | 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. Alice Kettle, Hannah Rae | Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making. 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. Louise Fili, Grayson Perry, Paula Scher |



| | Year 1/2 Knowledge and skills progression Future: Sculpture, structures, inventiveness and determination Yr3/4 (Cycle A); Set design Yr 5/6 | Year 3/4 Knowledge and skills progression Prior: Simple printmaking Yr1/2; Stick Transformation Project Y1/2 (Cycle A); Future: Storytelling through drawing Y3/4 (Cycle A); Making Monotypes Y5/6 | Year 5/6 Knowledge and skills progression Prior: Playful making Yr 1/2; Sculpture, structures, inventiveness and determination Yr3/4 (Cycle A); Telling Stories through Making Y3/4 |
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| Summer | Playful making Sculpture, sketchbooks, drawing | Telling Stories through Making Sculpture, drawing, Sketchbooks | Set Design Making, Drawing, Sketchbooks |
| Working in 3 Dimensions | Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen. | Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing. | Pupils will be introduced to the role of a set designer working in theatre / animation . They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings |
| | pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome. Children find out how they might attach more than one material together to construct new forms through trial and error. | Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session. | Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place. |
| | Pupils apply what they found out about the properties of materials during lesson 2 and push their exploration further by responding to the selected brief. Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings. | Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour. | Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set. |
| | Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks. Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett | 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. Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake | 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. Pupils will work in pairs or teams to document their work using cameras or iPads. Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson |