Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing
techniques

Art

Drawing & Sketchbooks
Print, Colour, Collage
Working in Three Dimensions
Paint, Surface, Texture
Collaboration & Community

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2022-23



Computing

E-safety
Programming
Handing data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWB/CZS/BV

Physical health and wellbeing
Keeping safe and managing risks
Mental health and emotional wellbeing
Drug alcohol and tobacco
British Values

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the
environment
Economy

Maths

Fluency
Reasoning
Problem solving
Number - Place Value Addition
and subtraction, multiplication
and division, fractions
Measurements
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.



• Intent - We aim to...

Enable high quality visual arts teaching and learning with a holistic curriculum nurturing creative thinking skills and helping to ensure our children learn through art, as well as about art. By exploring why art is relevant to all our lives, we aim to make certain that children feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Learning through a creative curriculum builds confidence, resilience and open-mindedness allowing imaginative thinking across the curriculum and in their own lives. Children will explore, experience, interact with and critique Art firsthand in as many ways as possible from Gallery trips to workshops, in-class and whole school sharing opportunities, meeting artists and engaging in large scale art projects across the disciplines.



Implementation - How do we achieve our aims?

We use Access Art - https://www.accessart.org.uk as a guideline for our curriculum. This is enhanced with visits to art galleries and museums and workshops with artists, Art is taught by a specialist art teacher who covers the curriculum through lessons that follow the curriculum below.

EYFS...

Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.

KS1 and KS2...

Drawing and Sketch Books

Year 1 Spirals

Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks

Year 2 Explore & Draw

Introducing the idea that artists can be collectors & explorers as they develop drawing and composition

Year 3 Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and

Year 4 Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing

Year 5 Typography & Maps

exploring drama and performance.

Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.

Year 6 2D Drawing to 3D Making

Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome

Print Making

Year 1 Simple Printmaking

Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.

Year 2 Exploring the World Through Mono Print

Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership

Year 3 Working with Shape and Colour

"Painting with Scissors": Collage and stencil in response to looking at artwork.

Year 4 Exploring Pattern

Exploring how we can use colour, line and shape to create patterns, including repeating patterns

Year 5 Making Monotypes

Combine the monotype process with painting and collage to make visual poetry zines.

Year 6 Activism

Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.

Working in three dimensions

Year 1 Playful Making

Exploring materials and intention through a playful approach

Year 2 Be An Architect

Exploring architecture and creating architectural models.

Year 3 Telling Stories Through Making Explore how artists are inspired by other art forms – in

this case how we make sculpture inspired by literature and film.

Year 4 The Art of Display

Explore how the way we display our work can affect the way it is seen.

Year 5 Set Design

Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.

Year 6 Brave Colour

Exploring how artists use light, form and colour to create immersive environments.

Paint, surface and texture

Year 1 Exploring Watercolour

Exploring watercolour and discovering we can use accidental marks to help us make art.

Year 2 Expressive Painting

Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.

Year 3 Cloth, Thread, Paint

Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.

Year 4 Exploring Still Life

Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.

Year 5 Mixed Media Land & City Scapes

Explore how artists use a variety of media to capture spirit of the place

Year 6 Exploring Identity

Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.

Working in three dimensions

Year 1 Making Birds

Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.

Year 2 Transformation Project

Explore how you can transform a familiar object into new and fun forms.

Year 3 Making Animated Drawings

Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.

Year 4 Sculpture, Structure, Inventiveness & **Determination**

What can artists learn from nature?

Year 5 Architecture: Dream Big or Small?

Explore the responsibilities architects have to design us a better world. Make your own architectural model.

Year 6 Take a Seat

Explore how craftspeople and designers bring personality to their work.

Community and collaboration

Year 1 Inspired by Flora & Fauna

Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.

Year 2 Music & Art

Explore how we can make art inspired by the sounds we hear.

Year 3 Using Natural Materials to Make Images

Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype

Year 4 Festival Feasts

How might we use food and art to bring us together?

Year 5 Fashion Design

Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.

Year 6 Shadow Puppets

Explore how traditional and contemporary artists use cutouts and shadow puppets.

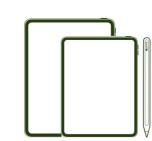


Impact - How will we know we have achieved our aims?





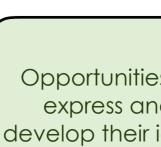








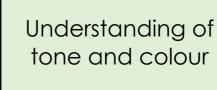
An ability to draw carefully from observation, understanding how to use different marks, scale and perspective



Opportunities to express and develop their ideas in order to produce creative work

Knowledge and appreciation of artists, cultural and historical movements





The ability to analyse critically using artistic vocabulary



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spirals Drawing, Sketchbooks	Explore & Draw Drawing, Sketchbooks, Collage	Gestural Drawing with Charcoal	Art	Typography and Maps Drawing, Sketchbooks, Making	Flat Yet Sculptural Drawing, Sketchbooks, Making
Pupils become familiar with reating drawings using their whole body, whilst experiencing a lange of drawing materials. Pupils discover an artist and will emonstrate their understanding of the artist's work by responding a making challenge and eer discussion.	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. Pupils will demonstrate their curiosity by	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. Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal		'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 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 their sketchbooks. Pupils start creating "flat yet sculptural" artwork.
Pupils consolidate their inderstanding of how they can hake spiral drawings using their whole bodies by making "snail frawings". Pupils push exploration of different qualities of line, colour blending, and mark making using	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		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	Pupils will create their own letters of a	
Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that hey have ownership of their sketchbook and understand that it is a platform for personal creative isk taking.	their arrangements and reflect on their gathering and documentation.	experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools. 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	Pupils will explore how they can	/ 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 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	Pupils will explore the colours and patterns on different types of food packaging. They will learn about the process artist Claire Harrup uses to desig food packaging and record their
Pupils become familiar with the dea that they can make drawings hrough observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.	finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work. Pupils will display their work in a clear	consider tone, composition, texture, and depth when they build their dramatic sets. 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	a clear space and reflect on the half term, sharing what they like	their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.	Pupils redesign existing food packaging items by building nets whilst experimenting with drawing composition and type. Pupils will display their work in a
Pupils reflect on their drawings over the half term, sharing what hey like and what they would like try again through peer liscussion.	space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.	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. 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		like to try again, the creative journey, and the skills learnt through peer discussion. Louise Fili, Grayson Perry, Paula Scher	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 document their work using camer or I pads.

Edgar Degas, Laura McKendry, Heather Hansen

Year 1

Print, Collage, Colour

Year 1 Year 2	2	Year 3	Year 4	Year 5	Year 6
Printmaking, Collage, Mon Sketchbooks Printm	no Print	Working with Shape & Colour Drawing, Collage, Stencils, Screen Print, Sketchbooks	Exploring Pattern Drawing, Collage, Sketchbooks	Making Mono Types Printmaking (Mono Print), Drawing, Sketchbooks	Printmaking & Activism Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks
Pupils use their hands and feet to explore printing patterns using heir bodies. 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 heir prints. Pupils collect textured objects which they will take rubbings from, asing materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with heir rubbings. Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship petween a plate and a print hrough 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 are introduced to 'relief printing'. They demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils reflect on their drawings what they would like and what they would like again to the print they would like and what they would like again to the print they would like and what they would like and w	Is will work in sketchbooks using handing pens and soft B pencil to make close invational drawings of the natural world images and film. Children will continue to dop their hand-eye coordination through drawing, picking out the things that est them, playing with scale and line. Is will continue to develop their careful ing and mark making whilst they create I drawings of small objects. They will work etchbooks or on larger sheets of loose or creating small drawings of lots of varied I objects. Their sketchbooks will be filled drawings capturing the movement and gry of the images and films in week 1, posed with still and small drawings oleted this week. Pupils will reflect in small ps about whether they prefer drawings week 1 or 2. Is will explore the work of an artist who mono print. Pupils will learn how to create own monoprints using carbon paper, ting observational drawings of objects. It will demonstrate that they can use oil el to experiment with colour, shape and taking creative risks to see what can be eved with this technique. Is will continue to discover the potential of on paper mono prints whilst exploring ative or invention. Pupils will discover out working towards a predefined outcome. It will work alongside in sketchbooks to enotes about their discoveries. If pupils worked on lots of loose sheets they will be a sketchbook incorporating all of this worked on lots of loose sheets they will be a sketchbook incorporating all of this worked on lots of loose sheets they will be a sketchbook incorporating all of this they like and what they would like to try in through peer discussion.	artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens. Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion. Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork. I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork. I can add to my collage using line, colour and shape made by stencils. I can explore negative and positive shapes. I can take photographs of my work. I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion. Matisse, Claire Willberg	by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion. Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes. Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour. Option 2: Pupils will explore the work of a surface pattern designer. They will use collage	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. 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. 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. 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.	Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio. Pupils will compare the artists and will share their thoughts in peer discussion. Pupils will work in sketchbooks to explore their own voice and message. Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey

Security of the company of the compa	emonstrate their understanding sing controlled pressure and aint amounts to create a print. Tupils have the opportunity to	narrative or invention. Pupils will discover without working towards a predefined outcome They will work alongside in sketchbooks to	I can add to my collage using li colour and shape made by ster ome. I can explore negative and posi	ne, about colours a between the cocomposition.	and shapes, and the relations omponents to create a balance	ship monotypes, combining process, paintings, and collage. Pupils will display their work in a	communicate their message in their zine. Pupils will display their work
The state of the s	ollage.	have worked on lots of loose sheets they wake a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing	vill strapes. S I can take photographs of my w	to make an obj vork. line, and shape	ect. They will explore colour,	tern clear space and reflect on the hal term, sharing what they like, what they would like to try again, the creative journey, and the skills	on the half term, sharing what they like and what they
Paint, Surface, Texture Out 1 Var 2 Var 3 Var 4 Var 5 Var 6 Colth, Thread, Paint Paint, Surface, Texture Colth, Thread, Paint Paint, Surface, Colth, Thread, Paint Paint, Surface, Colth, Colth, Thread, Paint Paint, Surface, Colth, Colth, Thread, Paint Paint, Surface, Colth, Colth	ver the half term, sharing what ney like and what they would like try again through peer	again through peer discussion.	I can share my work with my class can reflect and share what I like what I would like to try again. I look at the work of my classma and give useful feedback through	e, and Pupils will dispondant and reflect on the like and what the ghost of the pupils will dispondant the pupils will dispond the pupils will dispondant the pupils will dispond the pupils will dispondant the p	the half term, sharing what the hey would like to try again iscussion. They will take phot	e ey <i>Kevork Mourad</i>	
Expressive Painting growth and the control of the feet of the control of the control of the feet of th			Matisse, Claire Willberg		것 않는 것이 어린 이번 사람이 있었다.		
Expressive Painting Paring, Sections Paring Sections Pa							
Expressive Painting National Column Particles of Column Particles	Paint, Surface, Text	ture					
Specimen Secretarians Particle Control Control Particle Control Control Particle	ear 1	Year 2	Year 3	Year 4	Yea	ar 5	Year 6
state described in eleting design and insection of the letter of the let	Vatercolour		Painting, Textiles, Drawing,		ollage, Sketchbooks Sc	capes	Painting, Digital, Drawing,
selection for the following of microsoft in the following of microsoft with ordinated the following of microsoft with progression of microsoft with progress	hat watercolour can do. They se both primary colours and econdary colours in their	'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in	work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their	life'. They will respond by capturing elements sketchbooks, focusing line, and shape. Pupil	d to the work of Cezanne articles of his paintings in their city granticularly on colour, articles will engage in a me	ists who are inspired by the land and where they live. Pupils will see how ists involve different materials and edia. Pupil will respond to the work of	the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work
Invary and secondary coords through some services wheth froughts and extended discussions of through several to the machine of the content and	olour mixing. Pupils be troduced to the following chniques: wash, wet on dry,	peer conversation. Pupils will use various home-made tools to apply paint in abstract patterns. They will	sketchbooks to collect, process and consolidate information while they look at artist's work.	Pupils will explore a vartists who study still	the the mig ariety of contemporary life in different forms.	eir sketchbooks. They will compare artists and identify things which ght be of interest to them in their own	sketchbooks through visual
with the body is process the formation in a visual register to the process the formation in a visual register to the formation in the visual register to the process the decisions about the formation in the visual register to the process the process the decision of the visual register to the process that the pro	e work of artists Paul Klee nd Emma Burleigh. They opress their thoughts and elings verbally in response to	primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and	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	Pupils will compare co the work of Dutch and artists. They will recor	ontemporary work with Pure Sketter Shared and reflect throughout size or in the state of the sta	etchbooks by adding concertina ges. They will add pages of different es and ratios using cartridge paper neutral sugar paper so that a variety	peers using a variety of
who filting Birds Working in Three Dimensions Working in Three Dimensions Working in Three Dimensions Working Birds Staipture, Drawing, Collage, Sketchbooks Working Birds Staipture, Drawing, Collage, Sketchbooks Working in Three Dimensions Working Birds Staipture, Drawing, Collage, Sketchbooks Working Birds Working Birds Staipture, Drawing, Collage, Sketchbooks Working Birds Staipture, Drawing, Collage, Sketchbooks Working Birds Workin	ketchbooks to process the formation in a visual way and	masters. They will focus in on details of paintings to understand how they built the	decisions about when to use marks in a particular context and will gain an understanding of how the marks	,	r own still life artworks. ma oth	ake some pages long and thin and ners fat and wide.	
Average to build gain to ace to the first work over an addition to the first standard to see how the learning and the learn	ontinue their exploration of the narks that can be made with vatercolour. Pupils use their naginations to identify the tories emerging in their	discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them. Pupils will arrange their own still life scene which they will go on to make continuous	drawing. Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the	still life artwork. They sheets of paper, think and texture to use in to Option 2: Pupils will a their own still life com them into paint. They	will paint their own ing about line, colour, their collage. rrange and photograph positions before taking will consider colour, line	inter. They will respond to the work of artist through class / peer cussion as well as visually in their etchbooks. They will make quick awings of the things that they see and the down their thoughts and feelings.	Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which
where the forms, sharing what they we experienced during the hair ear and what they would like to by again through persussion. But Note, Emma Burleigh Working in Three Dimensions Working in Three Dimensions Working Birds Guipture, Drawing, Collage, Sketchbooks War 2 Year 3 Year 3 Year 4 Year 5 Year 6 Walking Birds Guipture, Drawing, Collage, Sketchbooks Working lim at the properties of the state	ry paintings using pen, pencils nd crayons to build upon their aintings and to see how the naterials react on watercolour.	journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all	paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop	Option 3: Pupils will we fruit tiles. They will gate clay as a resistant material exploration of texture, and composition.	vork with clay to create out in skills in working with expension an will mark making, colour	tside with the emphasis being on ploration and experimentation. They I discover how they can use different mbinations of media to capture the ergy and spirit of an outdoor space	They will use sketchbooks throughout to help explore
Pupils will display their work in a clear space work. Pupils will display their work in a clear space work. Pupils will display their work in a clear space work. Pupils will display their work in a clear space work. Pupils will display their work in a clear space work. Pupils will display their work in a clear space work. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will display their work in a clear space work. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using cameras or pair. Pupils will work in pairs or teams to document their work using and their work using a part of their work using and their work using a part of the pair. Pupils will work in pairs or teams to document their work using and their work using a part of t	he half term, sharing what they ke and what they would like to y again through peer iscussion.	term. 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.	experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local	cardboard to create point images. Pupils will en as continuous line dra	owerful 3d graphic gage in exercises such awings and thoughtful noving onto their still life. spa	pils will display their work in a clear ace and walk around the work as if by are in a gallery, sharing what they	Pupils will display their work in a clear space and reflect or the half term, sharing what they like and what they would
Morking in Three Dimensions Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Waking Birds Sculpture, Drawing, Collage, Sketchbooks Sculpture, Drawing, Collage, Sketchbooks Project Sculpture, Drawing, Sketchbooks Pupils become familiar with using film as a source Oreate observational drawings of birds. Pupils and oreate observational drawings of birds, Pupils and grade of different marks and line using 8 pencils, anaderials to build roots and shoots from' seeds'. Pupils will set heir randwriting pers and pastels. Waking Birds Sculpture, Drawing, Sketchbooks Stick Transformation Project Sculpture, Drawing, Making, Sketchbooks Determination Sculpture, drawing, Sketchbooks Determination Sculpture, drawing, Sketchbooks Determination Sculpture, drawing, Sketchbooks Determination Sculpture, drawing, Sketchbooks Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will begin to think about the purpose of architecture and the roles and shoots from' seeds'. Pupils will set their beings (birds) so that we can learn about ourselves. They will engage in peer/class will engage in peer/class where the public of the public of the public of the purpose of architecture and the roles and shoots from' seeds'. Pupils will set their will earn about ourselves. They will engage in peer/class will engage in peer/class will engage in peer/class where the public of the public of the purpose of architecture and the roles and shoots from' seeds'. Pupils will set their will engage in peer/class will engage in peer/class where the public of			clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	and reflect on the half like and what they wo through peer discussion Paul Cezanne, Peter Claesz, Melchior d' Ho	f term, sharing what they would like to try again on. ondecoeter, Jan	pils will work in pairs or teams to cument their work using cameras or ads.	like to try again through peer discussion. Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe
Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Making Birds Sculpture, Drawing, Collage, Sketchbooks Pupils become familiar with using film as a source or create observational drawings of birds. Pupils occreate observational drawings of birds. Pupils and practise dexterity song carefully and slowly as they draw, creating a range of image of different marks and line using B pencils, andwriting pens and pastels. Year 3 Year 4 Year 5 Year 5 Year 6 Making Animated Drawings Drawing, Making, Sketchbooks Determination Sculpture, drawing, Sketchbooks Determination Sculpture, drawing, Sketchbooks Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to materials to build roots and shoots from 'seeds'. Pupils will susing a range of materials to build roots and shoots from 'seeds'. Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to reate a moving image. They will use their sketchbooks to practice drawing skills using a range of image in peer/class Year 4 Year 5 Year 5 Year 6 Architecture: Big or Small Making, Drawing, Sketchbooks Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes. Structure, Inventiveness & Determination Sculpture, drawing, Sketchbooks Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to reate a moving image. They will use their sketchbooks to practice drawing skills using architectural homes and tiny homes.			Alloe Rettle, Hallian Rac		aer, Hilary Pecis, Nicole Ski		
Making Birds Sculpture, Drawing, Collage, Sketchbooks Pupils become familiar with using film as a source or create observational drawings of birds. Pupils occatefully and sook carefully and sook carefully and sange of different marks and line using B pencils, and pastels. Stick Transformation Project Sculpture, Drawing, Sketchbooks Datermination Sculpture, drawing, Sketchbooks Structure, Inventiveness & Determination Sculpture, drawing, Sketchbooks Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using an and pastels. Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks Pupils will explore artists who draw parallels with other beings (birds) so that we can are an about ourselves. They will be introduced to a mazing architectural homes and tiny homes. Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in section. They will use their sketchbooks.	Vorking in Three D	Oimensions					
Structure, Drawing, Collage, Sketchbooks Project Sculpture, Drawing, Sketchbooks Pupils become familiar with using film as a source or create observational drawings of birds. Pupils of arge of different marks and line using B pencils, and writing pens and pastels. Project Sculpture, Drawing, Sketchbooks Project Sculpture, Drawing, Sketchbooks Project Sculpture, Drawing, Sketchbooks Project Sculpture, Drawing, Sketchbooks Project Sculpture, Drawing, Making, Sketchbooks Project Sculpture, drawing, Sketchbooks Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using will engage in peer/class Structure, Inventiveness & Design, Making, Drawing, Sketchbooks Sketchbooks Pupils will begin to think about the purpose of architecture and the roles and or esponsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.	Year 1	Year 2	Year 3	Yea	ar 4	Year 5	Year 6
Pupils become familiar with using film as a source Pupils will think creatively and create observational drawings of birds. Pupils laterally, and practise dexterity of animation' and will be introduced to how ange of different marks and line using B pencils, and shoots from 'seeds'. Pupils will become familiar with the term of architecture and the roles and sequence of drawings to think about the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings to the purpose of architecture and the roles and sequence of drawings (birds) so that we can responsibilities that architects have in sequence of drawings of beings (birds) so that we can responsibilities that architecture and the roles and sequence of drawings of beings (birds) so that we can responsibilities that architecture and the roles and sequence of drawings of beings (birds) so that we can responsibilities that architecture and the roles and sequence of drawings of beings (birds) so that we can responsibilities that architecture and the roles and sequence of drawings of beings (birds) so that we can responsibilities that architecture and the roles and sequence of drawings of beings (birds) so that we can responsibilities that architecture and the roles and sequence of drawings of architecture and the roles and sequence of drawings of architecture and the roles and sequence of drawings of architecture and the roles and sequence of drawings of architecture and the roles and sequence of drawings of architecture and the roles and sequence of drawings of architecture and t		Sketchbooks Project	Drawing, Making, Sketchb	oooks St In Do	tructure, ventiveness & etermination ulpture, drawing,		Design, Making, Dra
	o create observational drawing bok carefully and slowly as the ange of different marks and lin	laterally, and practise de skills by using a range of using B pencils, materials to build roots a shoots from 'seeds'. Pur	they can use a sequence create a moving image. The sils will sketchbooks to practice discontinuous create a moving image.	r with the term Puroduced to how drawings to being hey will use their lead rawing skills using will	pils will explore artists who aw parallels with other ings (birds) so that we can arn about ourselves. They I engage in peer/class	of architecture and the roles and responsibilities that architects have society. They will be introduced to a	familiar with the artis in Yinka Ilori and recor amazing reflect on his work in

Pupils become familiar with using fil to create observational drawings of look carefully and slowly as they dra range of different marks and line us handwriting pens and pastels. Pupils create drawings of feathers wereal life. They will recall the mark make used throughout the year and to explore new ways of making mark work in sketchbooks or on large pie to experiment with how paper size of nature of mark making. Pupils demonstrate of mark making. Pupils demonstrate that they can create marks with a range and have made conscious choices and materials they want to use. Pupils demonstrate that they can intransform paper to create 3d forms crumpling, and collaging. Pupils der by either making rubbings, turning pfeathers or manipulating paper 2d in of the activities, pupils will explore a develop their making and creativity. Pupils engage with artists work to the articulate what it is they think of the their sketchbooks or in class discusdraw upon the skills learnt in week make choices about materials and screate their own sculptures of birds demonstrate an understanding of he things balance through exploration at Pupils collaborate to create a flock of their individual sculptures. Pupils endiscussion about their individual and work.	skills by using bencils, shoots from learn to make eith house or each of the interest of their so structures of their so shoots from learn to make eith house or each of the interest of their so shoots from learn to make eith house or each of the interest of their so shoots from learn to make eith house or each of the continue of skills such to artists of their so shoots from learn to make eith house or each of the continue of skills such to artists of their so shoots from learn to make eith house or each of the continue of skills such to artists of their so shoots from learn to make eith house or each of the continue of skills such to artists of their so shoots from learn to make eith house or each of the continue of skills such to artists of their so shoots from learn to make eith house or each of the continue of skills such to artists of their so shoots from learn to make eith house or each of the continue of skills such to artists of their so shoots from a structures of their so sketchboots and together. They will structure to objects shoots from a structure shoots and together. They will structure shoots from a structure shoots from twisting, to be and in the structure shoots from the struct	and practise dexterity using a range of to build roots and om 'seeds'. Pupils will nanipulate materials by earing, folding and naterials to form atterials to form atterials to put in their oks to reflect on. I transform sticks to ner worry dolls, a tree masks out of sticks. In developing dexterity as cutting with simple fastening materials. They will be introduced or source material inspire and inform their eration. Pupils will to stimulus and will ideas in sketchbooks. It is to stimulus and will institute the sketchbooks. It is to stimulus and will institute the sketchbooks. It is to stimulus and will institute the sketchbooks. It is to stimulus and will institute the sketchbooks. It is to stimulus and will institute the sketchbooks. It is to stimulus and will	'animation' and will they can use a sequence a moving important a handwriting pen. Pupils will explore when you make pay being shown a varie will use sketchbook consolidate information notes about what the also respond to the discussion. Pupils wown puppet and the might make. Pupils will make the drawings, using the about what character and how they might consider joints, line Pupils will explore the and will respond to making some visual a background for the following an approping work collaboratively background for all the second s	what might be possible per puppets through ety of animations. Pupils is to gather and ation by making visual ney are shown. They will ework through peer will begin to plan their esimple movements it eir own moveable eir imagination to think ter they want to make it make it move. They will e and mark making. They will ean moveable drawing all notes. Pupils will make the moveable drawing oriate theme. They will be to create a shared the puppets / They will vidual backgrounds opet. If there is time or digital software to	discussion and will colinformation and reflect sketchbooks by makin notes. Pupils will create obse and experimental drawnests using a variety of Through their work the explore how drawings be neat or messy as a expression of their personalities. Pupils will use their own materials in sketchbooks and intuition to sculptures of a nest. The question what it is like bird placing the first terms and intuition to sculptures of a nest.	r work in ect on	Pupils will begin to think about of architecture and the roles responsibilities that architect society. They will be introduced to the architectural homes and tiny. Pupils will be introduced to the "As architects, should we as world full of amazing, beauting do we serve ourselves and the by designing small, modest, designed eco homes. Or can be pupils will use sketchbooks structures and materials four amazing houses and tiny howill begin to pick out bits of that appeals to them. Pupils will work on large scand drawings made in previous as collect ideas that they might in their own building structure introduced to artist 'The Shouse Sketcher'. Pupils will consider whether building to be big or small. Use to be big or small. Use to be big or small building to be big or small. Use to be big or small building the besign of the presign of the president of th	ts have in ced to amazing homes. the question: pire to fill the ful buildings, or the planet better cleverly need to both?" to think about nd in both mes, and they the architecture like to include the architecture resident. They will be breditch they want their Jsing d a model of n Through spiration from	structure, through observational drawing in sketchbooks. Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts. Pupils will be challenged to become furniture designers and invited to create a chair which
	Chris Ken	iny	on the half term, sh what they would like peer discussion.	animations and reflect naring what they like and e to try again through e Kirby, Andrew Fox,	they like, what they wo to try again, the creative journey, and the skills through peer discussion. - Marcus Coates	ould like ve learnt on.	drawings in previous weeks decisions largely based on the what they find it can do. Pupils will display their work space and walk around the ware in a gallery, sharing what their own and each other's ware in a gallery work in pairs or to document their work using of lpads. Shoreditch Sketcher, Various	he material and in a clear work as if they it they like about vork. eams to eameras or	chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery. Yinka Ilori
Norking in Three Dim	ensions Cont.						Shoreditor Sketcher, variou	S Architects	
Year 1	Year 2	Year 3		Year 4		Year 5		Year 6	
Playful Making Sculpture, sketchbooks, drawing	Be An Architect Architecture, sketchbook	_{s, drawing} Through	Stories Making rawing, Sketchbooks	Art of Display Sculpture, Drawing, Ske		Set De Making, I	esign Drawing, Sketchbooks	Brave Colo Making, Drawin	
discussion about the work with their	about architecture in their	will think artists Inbal I ir local Hurley to see sketchbooks ndmarks. characters a to make They will res chbooks couple of page	Leitner and Rosie e how they use their to develop nd refine ideas. pond by filling a	Pupils will become famili 'plinth', and the concept explore a variety of artist their work. They will conspresentation. Pupils will sketchbooks in response think.	behind it. They will ts who use plinths in sider the context and make visual notes in e to what they see and	a set des animation work of a peer disc their sket quick dra	Il be introduced to the role of signer working in theatre / n. They will respond to the designer through class / sussion as well as visually in the technology of sculptures and the lat they see, including	sketchbook usir cardboard.	y and explore colour
Pupils respond to prompts through making and constructing materials. They demonstrate that they can	longer than 5 or 10 minuthinking about line and making. Pupils will be introduced.	tes, about what the seeing.	hey are thinking and	Pupils will be introduced respond through class dinotes in sketchbooks. Pu	I to a sculptor. They will iscussion and visual	thoughts	and feelings Il draw, build, and paint. By	artists Olafur Eli Morag Myersco	ore the work of the iasson, Yinka Ilori, ugh, Liz West in their work. They will

lora & Fauna rawing, Sketchbooks, Collage, P	Music & Art Painting Drawing, Sketchbooks, Pa	Mainting, Collage, Making Ma Dra	•	Festival Feasts Drawing, Making, Painting,	Sketchbooks	Fashion De Fashion, Drawing Sketchbooks		Shadow Puppets Making, Drawing, Sketchbooks
ear 1	Year 2	Yea	ar 3	Year 4		Year 5		Year 6
Community and Colla	boration							
			Anthony Gormley, \ Price	/inka Shonibare, Thomas J	Savage-Dickson		Olafur Eliass Myerscough,	on, Yinka Ilori, Morag Liz West
		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 the and reflect on the hike and what they will through peer discussions.	would like to try again ssion.	Pupils will work in particular document their work or Ipads. Rae Smith, Fausto Manyentions, Rose Hursey Dieksen	using cameras Melotti, Tiny	Colour, Light create an ide which uses li even maybe	ulptural Challenge: and Form. Pupils will a for an installation ght, colour and form (and sound) to create an operience for others.
ayne Garrett	through peer discussion. Hundertwasser, Zaha Hadid, Heatherwick Studios	Pupils will display their work in a clear space and reflect on the	billboard, what will t	I be given an imaginary they put on it?	space and walk arou they are in a gallery, they like about their other's work.	sharing what	design propo	sal for a colourful installation exploring
te and what they would like to try gain through peer discussion. Upils identify what they learnt about ferent materials. They may notograph their work and stick notos into their sketchbooks. hristo & Jeanne-Claude, Faith ebbington, Caitlind r.c. Brown &	sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas. 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	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.	which stand on a pl single wire. Pupils we their positioning of	inth, built up from one will think carefully about the figures. They will make about their decision	their chosen creative generate ideas and pastructure and placer about colour and tex building their set. Pupils will display the	e stimulus, to plan, consider nent, and think ture before eir work in a clear	create mode installations and form. Option 2: Sc	ni Light Boxes. Pupils wills of sculptural exploring light, colour ulptural Challenge:
cploration further by responding to e selected brief. Using their aginations and hands, pupils will anipulate, build and invent culptures. Sketchbooks are used to cord their findings. upils reflect on their sculptures wer the half term, sharing what they	own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be	to respond to the original stimulus before developing a	Option 2: Pupils wil respond to the Four will use sketchbook	I work in small teams to rth Plinth Challenge. They s to come up with creative ey might use a "plinth" in	they used, and the wathem, all help work to sense of place. Pupils will be introduced designers who make animations. They will sketchbooks to become	ogether to build a ced to two set sets for I use their	own explorat	ncouraged to guide their ion, making choices ey want to use colour in
gether to construct new forms rough trial and error. upils apply what they found out out the properties of materials tring lesson 2 and push their	will respond by collecting and gathering information visually in their sketchbooks using a range of materials. Pupils will use the 'design through making' approach to make their	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.	build their own pocl be both artists and	curate, photograph and	test materials, and reuse charcoal to create energetic drawings. consider the element within set design: the flats, the props and head the consideration of	te expressive They will ts they might use backdrop, the now the materials	artists' work using paper,	eate visual responses to in their sketchbooks paint, ink, pastel to eir sketchbooks.
aking and constructing materials. ney demonstrate that they can reperiment with materials without a predefined outcome. Including a predefined outcome. Including a predefined outcome. Including a predefined outcome.	Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils	life and explore how we might use exaggeration as a tool to	notes in sketchbook as a 'short term' con n clay figurative sketc	ks. Pupils will explore clay nstruction material to make thes. Through this they will at the distinctions between	Pupils will draw, build the end of the 4 wee built dramatic set in a They will use sketch to come up with idea	d, and paint. By ks, they will have response to text. books throughout as, note thoughts,	Morag Myers who use cold become fami might respon	scough, Liz West our in their work. They wi liar with how artists ad in different ways to
ers. Pupils create drawings pired by the sculptures that they re seen. pils respond to prompts through	several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark	couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.	think. Pupils will be introd	uced to a sculptor. They will	quick drawings of so things that they see, thoughts and feeling	ulptures and the including s	within the ske	
pils become familiar with the term culpture'. Pupils are introduced to e idea that sculptures are made by ulptors. They are involved in scussion about the work with their	term 'architecture'. They will think about architecture in their local	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	'plinth', and the con explore a variety of their work. They wil presentation. Pupils	familiar with the term cept behind it. They will artists who use plinths in I consider the context and will make visual notes in conse to what they see and	Pupils will be introdu a set designer working animation. They will work of a designer the peer discussion as we their sketchbooks. The	ng in theatre / respond to the rough class / vell as visually in	sketchbook u	ake an elastic band using white paper and ntify and explore colour

ke and what they would like to try gain through peer discussion. Pupils identify what they learnt about lifferent materials. They may hotograph their work and stick hotos into their sketchbooks. Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Vayne Garrett	the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas. 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. Hundertwasser, Zaha Hadid, Heatherwick Studios	re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to creat their sculptures showing consideration for form, texture material, construction, and colour. Pupils will display their work in a space and reflect on the half sharing what they like and hey would like to try again they would like to try again they per discussion. Pupils will display their work in 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		option 3: Pupils will make dynamic figures which stand on a plinth, built up from one single wire. Pupils will think carefully about their positioning of the figures. They will make notes in their sketchbook about their decision making, including fabric swatches and diagrams. Option 4: Pupils will be given an imaginary billboard, what will they put on it? 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.		generate ideas and plan, consider structure and placement, and think about colour and texture before building their set. 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 lpads. Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson		Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form. Option 2: Sculptural Challenge:	
ommunity and Collab	Year 2		Year 3	Year 4		Year 5		Year 6	
lora & Fauna	Music & Art		Using Natural	Festival Feasts		Fashion De	sign	Shadow	
rawing, Sketchbooks, Collage, Pa	inting Drawing, Sketchbooks, Pa	airtung, Collage, Making	Materials to Make Images Drawing, Sketchbooks, Making, Painting	Drawing, Making, Painting,	Sketchbooks	Fashion, Drawing Sketchbooks	, Making,	Puppets Making, Drawing, Sketchbooks	
upils become familiar with the work of ho are inspired by flora and fauna. P ink about and articulate what they the bout the work in discussion and in cetchbooks. Pupils have the opportu- noose their favourite piece of art and udies of it, enabling them to begin be ollection of experiences relating to lin- aking and colour.	metronome. Pupils will be Kandinsky to become fam are often inspired by othe time to respond to the wo couple of sketchbook pag will demonstrate that they process chunks of informa	introduced to Wassily iiliar with the idea that artists r art forms. Pupils will have rk of Kandinsky by filling a es with visual notes. They are developing the skills to	Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks.	Pupils will become familiar create sculpture based on to introduced to Claes Oldent contemporary artist Lucia Hasculptures. Pupils will respond to the produced of sketchbook page jotting down quick drawings they feel, similarities and did the artist's work, and any of will show you what they can	ood. They will be urg and lierro's soft and by filling a s with visual notes, s, words about how fferences between ther thoughts. Pupils	Pupils will work in sketchbooks to ge	s, thinking ise their , by iss discussion etchbooks.	Pupils will become familiar with the cultusignificance of shado puppetry and artists to work with paper. They will understand how paper can be cuand shaped to create	
upils spend time engaged in close lo and drawing to communicate what the se verbally and visually. Pupils devel seing and drawing skills using a hand titing pen and experimenting with so setchbooks.	and use mark making skil in 3 different exercises. The mark making can capture Pupils will bring what they	have learnt about rhythm	Pupils will take inspiration from an artist. They will become familiar with a new	observational drawings from consider shape, colour, text composition whilst using a combination) of materials.	ure, and	test ideas, experience shape and form, periodic colour, and texture response to a brief	pattern, re in	They will record their responses and ideas sketchbooks.	
upils develop their looking and drawing and will introduce the use of cold variety of materials into their drawing upils demonstrate an ability to explore materials (oil pastel and chunky raphite), and will adapt to the new may working in large scale. upils spend time practising cutting an ollage skills to explore shape and cold	our and visually to sounds using the marks. Pupils will share the discussion. Pupils will visually explore instruments through film to shape, colour, and component careful looking in their skellour to and they will use different	neir whole body to make neir thoughts in a class e orchestras and musical aking into consideration esition. They will use line and etchbooks to describe shapes materials such as pastel	process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anthotype. They will forage from school grounds or their local environment to find the materials to make the		e painting and and jars of their oplore line, shape, fferent exercises. gs into 3D sculptures	well as how they	ney will paint ns and he base of oils will cutting to fit together y that they manikin, as will attach	Pupils will work towa creating puppets for performance followin narrative, or make standalone puppets.	
uild images. Pupils will demonstrate bility to make choices about shape, on composition by inventing their ownique minibeast. Pupils communicate boughts and feelings about the work ric Carle in a class discussion.	be introduced to 'projection their thoughts and opinion of artist Pupils will engage in an in music' on the whiteboard.	If there is time, children will on mapping'. They will share as in class conversation. Interactive activity to 'paint	artwork. Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how.	Option 2: Pupils will explore material to make a sculptur contribute to a class meal. texture and modelling as w form.	al feast which will They will explore	Pupils will display a clear space and the work as if they gallery, sharing w	y their work in d walk around y are in a vhat they like	sketches to test	
upils display the work they have created the control of the contro	nstrate musical instruments. Pupind what using recycled materials in the property of the prope	ork in a clear space and naring what they like and again through peer	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	working on paper.	pattern, and form to ings into cloth. urface (cloth) and is different to	about their own a other's work. Pupils will work in teams to docume using cameras or Alice Fox, Rahul Moss, Tatyana Ar Hormazd Narielw	n pairs or ent their work r Ipads. Mishra, Pyer ntoun,	Pupils will display the work in a clear space and reflect on the haterm, sharing what the like and what they we like to try again throupeer discussion.	
			discussion. Frances Hatch, Anna	Pupils will display their wor and reflect on the half term				Pupils will perform a	

Frances Hatch, Anna

Atkins

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. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.

cameras. Claes Oldenberg, Lucia Hierro

Pupils will perform a shadow puppet show.

Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrlaga, Thomas Witte



	Implementation									
	AUTUMN	SPRING	SUMMER							
Year 1	Year 1 Spirals Simple Printmaking	Playful Making Exploring Watercolour	Making Birds Inspired by Flora and Fauna							
Year 2	Year 2 Explore & DrawExploring the World Through Mono Print	Year 2 Be An Architect. Expressive Painting	Transformation Project. Music & Art							
Year 3	Year 3 Gestural Drawing with Charcoal. Working with Shape and Colour	Telling Stories Through Making. Cloth, Thread, Paint	Making Animated Drawings. Using Natural Materials to Make Images							
Year 4	Year 4 <u>Storytelling Through Drawing</u> . Exploring Pattern	The Art of Display. Exploring Still Life	Sculpture, Structure, Inventiveness & Determination. Festival Feasts							
Year 5	Year 5 Typography & Maps. Making Monotypes	Set Design. Mixed Media Land & City Scapes	Architecture: Dream Big or Small? Fashion Design							
Year 6	Year 6 <u>2D Drawing to 3D Making</u> . Activism	Brave Colour. Exploring Identity	Take a Seat.							