

DRAWING				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SUBSTANTIVE KNOWLEDGE	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Understand that animators make drawings that move.</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p>	<p>Understand that designers create fonts and work with Typography, Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p>
IMPLICIT KNOWLEDGE / SKILLS	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings</p>	<p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). Set Design</p>	<p>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the "flat image". 2D to 2D</p>

SKETCHBOOKS				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SUBSTANTIVE KNOWLEDGE	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p>	<p>Understand that sketchbooks can be used to record and reflect, collect the ideas and approaches which other artists use. All Pathways for Year 5</p>	<p>Understand that sketchbooks can be used to record and reflect, collect the ideas and approaches which other artists use. All Pathways for Year 6</p>
IMPLICIT KNOWLEDGE / SKILLS	<p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Animated Drawings</p> <p>Develop mark making skills. Gestural Drawing with Charcoal</p>	<p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Festival Feasts</p>	<p>Use sketchbooks to:</p> <p>Explore mark making, Typography & Maps Set Design Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Set Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source.</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 2D</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p>

	Working with Shape & Colour Animated Drawings Brainstorm animation ideas. Working with Shape & Colour Animated DrawingsArt	Brainstorm pattern, colour, line and shape. Exploring Still Life Festival Feasts Reflect. Storytelling Through Drawing Exploring Still Life Festival Feasts	materials, textures, colours, mood, lighting etc. Set Design	Explore combinations and layering of media. Activism Develop Mark Making Activism 2D to 2D Shadow Puppets Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Shadow Puppets
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PRINTMAKING				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SUBSTANTIVE KNOWLEDGE	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour		Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, eg. an installation or an artists book. Making MonoTypes	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism
IMPLICIT KNOWLEDGE / SKILLS	Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour		Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism

PAINTING				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SUBSTANTIVE KNOWLEDGE		Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Exploring Still Life		
IMPLICIT KNOWLEDGE / SKILLS		To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life To explore painting on different surfaces, eg. fabric, and combine paint with 3d making. Festival Feasts To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts	See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes	

COLLAGE				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6

SUBSTANTIVE KNOWLEDGE	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour			
IMPLICIT KNOWLEDGE / SKILLS	Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour			

	MAKING			
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SUBSTANTIVE KNOWLEDGE	Understand that articulated drawings can be animated. Animated Drawings	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Festival Feasts	Understand that set designers can design/make sets for theatres or for animations. Set Design Understand that designers often create scaled models to test and share ideas with others. Set Design	Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Shadow Puppets
IMPLICIT KNOWLEDGE / SKILLS	Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings	Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Festival Feasts To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts	Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Set Design Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design	Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. Shadow Puppets