



Howden C of E Infant and Junior School

Sequence of Learning: Art and Design



Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design: Age Related Statutory Coverage

Development Matters Children age 3 - 4	Early Learning Goal	Key Stage One	Key Stage Two
<u>Expressive Arts and Design</u> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear, etc <u>Physical Development</u> Use one-handed tools and equipment, for example, making snips in paper with scissors.	<u>Expressive Arts and Design: Creating Materials</u> 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. <u>Physical Development: Fine Motor</u> Use a range of small tools including scissors and paint brushes. Begin to show accuracy and care when drawing.	Pupils should be taught: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to: Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.

Disciplinary and Substantive Knowledge in Art and Design

Substantive Knowledge in Art and Design	The development of the formal elements by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers.
Disciplinary Knowledge in Art and Design	Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.

Access Art Curriculum						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	<u>Playful Making</u> Exploring materials and intention through a playful approach	<u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	<u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art.	<u>Inspired by Flora & Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of Seaside creatures and display as a shared artwork.
Year 2	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	<u>Exploring the World Through Mono Print</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership	<u>Be An Architect</u> Exploring architecture and creating architectural models.	<u>Stick Transformation Project</u> Explore how you can transform a familiar object into new and fun forms.	<u>Music & Art</u> Explore how we can make art inspired by the sounds we hear.

Year 3	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<u>Working with Shape and Colour</u> "Painting with Scissors": Collage and stencil in response to looking at artwork.	<u>Telling Stories Through Making</u> Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film.	<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	<u>Making Animated Drawings</u> Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.	<u>Using Natural Materials to Make Images</u> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype
Years 4	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing.	<u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns	<u>The Art of Display</u> Explore how the way we display our work can affect the way it is seen.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	<u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?	<u>Festival Feasts</u> How might we use food and art to bring us together?
Year 5	<u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to	<u>Making Monotypes</u> Combine the monotype process with painting and collage to make	<u>Set Design</u> Explore creating a model set for theatre or animation inspired by	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture	<u>Architecture: Dream Big or Small?</u> Explore the responsibilities architects have to design us a	<u>Fashion Design</u> Explore contemporary fashion designers and create your own 2d or 3d

	create personal and highly visual maps.	visual poetry zines.	poetry, prose, film or music.	spirit of the place.	better world. Make your own architectural model.	fashion design working to a brief.
Year 6	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	<u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments.	<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	<u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.	<u>Shadow Puppets</u> Explore how traditional and contemporary artists use cutouts and shadow puppets.



Howden C of E Infant School

Sequence of Learning: Art and Design FS2



FS2	Drawing and Painting	Textiles and Collage	Printing	Role Play	Sculpture (3D Form)	Digital Media/ Music
	Draw pictures to represent their own lives or feelings and emotions and be able to talk about them. Know how to add increasing detail to drawings and paintings such as petals on a flower or fingers on hands. Know that colours can be mixed to change them to a desired effect and can make a/some colours. Hold pencils with the correct tripod grip to colour/paint accurately.	Know how to safely use and select a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Know many ways to achieve a desired effect such as using tape or glue to attach or scrunching and twisting. Know how to use scissors with increasing precision.	Know how to print safely and independently. Select print methods to achieve a desired effect.	Know how to develop storylines in their pretend play and participates with others in these. Know how to make use of props and materials when role playing characters in narratives and stories and is creative with their choices. Know how to invent, adapt and recount narratives and stories with peers and their teacher.	Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. Use a range of building materials including smaller pieces such as Lego to create a desired effect. Set a goal to make something and chooses resources appropriate to do so. Use books to inspire what they would like to build/make.	Know how to listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses as well as taking part in these.

Please see
attached
EYFS editable
skills
document.

<https://www.accessart.org.uk/eyfs-send-resources-skills-editable-document/>



Howden C of E Infant School

Sequence of Learning: Art and Design Year 1



Year 1	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals Use sketchbooks to: Test out printmaking ideas Simple Printmaking Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour Flora & Fauna Practice observational drawing Spirals Simple Printmaking Flora & Fauna Making Birds Explore mark making Spirals Simple Printmaking Flora & Fauna Exploring Watercolour Making Birds	Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Simple Printmaking Use hands and feet to make simple prints, using primary colours. Simple Printmaking Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking	Understand watercolour is a media which uses water and pigment. Exploring Watercolour Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour Paint without a fixed image of what you are painting in mind. Exploring Watercolour Respond to your painting, and try to "imagine" an image within. Exploring Watercolour	Understand collage is the art of using elements of paper to make images. Making Birds Flora & Fauna Understand we can create our own papers with which to collage. Making Birds Flora & Fauna Collage with painted papers exploring colour, shape and composition. Simple Printmaking Flora & Fauna Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Making Birds Understand the meaning of "Design through Making" Playful Making Making Birds Use a combination of two or more materials to make sculpture. Playful Making Making Birds Use construction methods to build. Playful Making Making Birds Work in a playful, exploratory way, responding to a simple brief, using Design through Making	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1 Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").

Key Vocabulary						
	Spirals	Simple Printmaking	Playful Making	Exploring Watercolour	Making Birds	Flora & Fauna (Seaside)
Year 1	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"	Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange Explore, Try, Test, Reflect Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image	Sculpture, Sculptor, Three Dimensions Respond Response Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance Reflect, Share, Discuss	Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale Reflect, Share, Discuss	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation	Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator

	Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think	Reflect, Discuss, Share, Crit			Flock Collaboration Present, Reflect, Share, Discuss	Present, Reflect, Share, Discuss
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Howden C of E Infant School

Sequence of Learning: Art and Design Year 2



Year 2		Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Work in sketchbooks to: Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Music & Art Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint Explore colour and colour mixing. Expressive Painting	Understand mono prints or monotypes are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Music & Art Understand the concept of still life. Expressive Painting Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art	Understand the role of an architect. Be an Architect Understand when we make sculpture by adding materials it is called Construction. Be an Architect Stick Transformation Project Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Music & Art Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").

Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art Make drawings inspired by sound. Music & Art	Music & Art Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art		gestural marks using skills learnt above. Expressive Painting			Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2
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Key Artists:

Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White

Xgaoc'o Xare

Hundertwasser, Zaha Hadid, Heatherwick Studios

Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne

Chris Kenny

Kandinsky

Key Vocabulary						
	Explore & Draw	Explore the World Through Monoprint	Be An Architect	Expressive Painting	Stick Transformation	Music & Art
Year 2	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brush, Pencil, Mark making, Line, Tone, Shape,	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground,	Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss,	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond,	Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct,

	Reflect, Present, Share, Discuss, Feedback	Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover Present, Reflect, Discuss, Share, Feedback	Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,	Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback,
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Howden Junior School

Sequence of Learning: Art and Design Year 3



Year 3	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal Understand that animators make drawings that move. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 Understand that the way each person's sketchbook looks is unique to them. All Pathways for Year 3 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3 Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings Natural Materials Develop mark making skills. Gestural Drawing with Charcoal Working with	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 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	Understand that we can create imagery using natural pigments and light. Telling Stories Understand that paint acts differently on different surfaces. Cloth, Thread, Paint Understand the concept of still life and landscape painting. Cloth, Thread, Paint Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour 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	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories That clay and Modroc are soft materials which finally dry/set hard. Telling Stories An armature is an interior framework which support a sculpture. Telling Stories Understand that articulated drawings can be animated. Animated Drawings Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories Make an armature to support the sculpture. Telling Stories Cut out drawings and make simple articulations to make drawings which can be	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").

Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal Develop mark making skills by deconstructing the work of artists. Cloth. Thread. Paint Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings	Shape & Colour: Telling Stories Cloth. Thread. Paint Animated Drawings Brainstorm animation ideas. Working with Shape & Colour: Animated Drawings Natural Materials Experiment with pigments created from the local environment. Natural Materials	environment the materials were found in. Natural Materials Option to use light to create imagery by exploring anotype or cyanotype. Natural Materials	animated. Combine with digital media to make animations. Animated Drawings	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3
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Key Artist: Edgar Degas, Laura McKendry, Heather Hansen

Matisse, Claire Willberg

Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake

Alice Kettle, Hannah Rae

Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber

Frances Hatch, Anna Atkins

	Key Vocabulary					
	Gestural Drawings with Charcoal	Working with Shape & Colour:	Telling Stories Through Drawing & Making:	Paint, Cloth, Thread:	Making Animated Drawings	Using Natural Materials to Make Images:
Year 3	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory,	"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome	: Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena,	Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form Transformation, Time, Cyanotype, Anthotype, Present, Share, Reflect, Respond, Feedback, Document

	Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback					
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Howden Junior School

Sequence of Learning: Art and Design Year 4



Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation	
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern 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 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	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 Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Art of Display Exploring Still Life Sculpture & Structure Festival Feasts Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts Brainstorm pattern, colour, line and shape. Exploring Pattern Exploring Still Life Festival Feasts Brainstorm and explore ideas relating to performance art. Art of Display Reflect. Storytelling Through Drawing Exploring Pattern Exploring Still Life Art of Display Sculpture & Structure Festival Feasts	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 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, e.g. 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	Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display Understand that artists can represent objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display To understand that sometimes people themselves can be the object, as in performance art. Art of Display 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. Sculpture & Structure Festival Feasts Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. Art of Display To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. Art of Display To construct sculptural self portraits of ourselves on a plinth,	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.	

Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern 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			using a variety of materials including fabric. Art of Display 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. Sculpture & Structure Festival Feasts To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts	Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4
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<u>Key Artists:</u> Laura Carlin, Shaun Tan Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Anthony Gormley, Yinka Shonibare, Thomas J Price Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hira shō Sato Marcus Coates Claes Oldenberg, Lucia Hierro
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Key Vocabulary						
	Storytelling Through Drawing	Exploring Pattern	The Art of Display	Exploring Still Life	Sculpture, Structure, Inventiveness & Determination	Festival Feasts
Year 4	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond,	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback,	Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials,	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

	Articulate, Feedback, Crit, Similarities, Differences,	Crit, Similarities, Differences,			Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition	Photograph, Lighting, Focus, Composition,
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Howden Junior School

Sequence of Learning: Art and Design Year 5



Year 5	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that designers create fonts and work with Typography. Typography & Maps 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 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 Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps 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 Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set	Use sketchbooks to: Explore mark making. Typography & Maps Mixed Media Landscapes Set Design Fashion Design Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion Design Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design Architecture: Big or Small Fashion Design Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Fashion Design	Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes 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	Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 "making"). Fashion Design	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 architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design 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 Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention	Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team.

design (see column 6 "making"). Set Design				relates to the reality of what you are building. Architecture: Big or Small Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5
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Key Artists: Louise Fili, Grayson Perry, Paula Scher

Kevork Mourad

Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson

Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones

Shoreditch Sketcher, Various Architects

Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla

Key Vocabulary						
	Typography & Maps	Making Monotypes	Set Design	Land and City Scapes	Architecture Dream Big or Small	Fashion
Year 5	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,



Howden Junior School

Sequence of Learning: Art and Design Year 6



Year 6	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
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 Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D Use collage to add tonal marks to the "flat image". 2D to 2D	Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Activism Using the grid method to scale up an image. 2D to 2D 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 Exploring Identity Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour Explore combinations and layering of media. Activism Exploring Identity Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Brave Colour Take a Seat Shadow Puppets	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 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 Exploring Identity Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism Or create a zine using similar methods. Activism	Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function. Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity	Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Take a Seat Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity Take a Seat 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. Take a Seat Shadow Puppets Use the device of scaled model to imagine what your installation might be, working in respond to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Brave Colour Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities

				would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat 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	and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6
<u>Artists:</u> Lubaina Himid, Claire Harrup Luba Lukova, Faith Ringgold, Shepard Fairey Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Yinka Ilor Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte					

Key Vocabulary						
	2D Drawing to 3D Making	Activism	Brave Colour	Exploring Identity	Take a Seat	Shadow Puppets
Year 6	2D Drawing	Activism	Sketchbook	Identity, Layer, Constructed,	Chair Design, Designer, Craftsperson, Maker	Paper cutting, Cut Outs,
	3D Object	Voice	Visual notes	Portraiture		
	Packaging	Message	Colour	Layering	3D Doodle, Design through Making,	Shadow puppets
	Negative space	Community	Installation Art, Immersive,	Digital Art, Physical	Chair Design	Performance
	Grid method	Poster	Participate, Context, Environment, Viewer,			Narrative
	Scaling up	Zine		Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Expression, Personality, Character,	Character
	Net, Typography, Graphic Design	Screenprinting	Light, Colour, Form, Structure, Sound, Senses, Sculptural installation		Materials, Form, Function,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
	Collage	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,		Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	
	Structure					
	Balance					

SMSC in Art and Design	
Spiritual	Social
Children: • Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer's work. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and others' artwork. • Develop aesthetic appreciation through theme, style and resources. • Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins. • Accommodate differences and enable others to succeed - children are supportive of each other when working either individually or collaboratively on a project, such as a classroom display. • Display creativity and imagination in developing a design. • Ask and answer questions about the starting points for their work, and develop their ideas. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work.	Children: • Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. • Take part in corporate experiences, e.g. workshops organised in school or an art workshop to support a theme. • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence and inter-dependence. • Participate in school events and local competitions in the wider community. • Investigate the possibilities of a range of materials and processes, e.g. in printing with a variety of materials, marbling using different surfaces, painting using different brushes and textures of paint • Investigate different kinds of art, craft and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet).
Moral	Cultural
Children: • Model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of	Children: • Engage with a range of images and artefacts from different contexts, e.g. religious artefacts - Hindu murti, statues, Jewish artefacts - Torah, Star of David

differences of opinion/ideas- e.g. sharing equipment and ideas.

- Recognise and respect rules and codes of good practice when using equipment, e.g. observing each other's work, together with how to use sharp objects such as scissors appropriately, how to clean and store paintbrushes.
- Demonstrate self-discipline - for example children will follow success criteria identified for a particular task.

- Recognise the varied characteristics of different cultures and use them to inform their creating and making -such as Rangoli patterns from the Hindu religion, African art patterns.
- Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts.
- Develop their knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed.

British Values

The Art and Design Curriculum at Howden delivers British values through having a sense of enjoyment and curiosity in learning about the world around us and participating actively in artistic and creative activities.

- Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within art.
- Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.
- Children discuss and work in the style of a wide variety of artists and designers.
- British art is promoted throughout the school. This extends beyond the classroom with a range of visits, experiences and local events.
- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles).