







Art & Design Curriculum Overview



Long Term Plan 2025-2026

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
EYFS F1	Adds other materials to develop models (tissue paper, glitter) - Use glue sticks and glue spatulas independently - Join items with glue or tape - Children are able to draw things that they observe - Makes marks. Draws circles and lines. - Able to mix primary colours to make secondary colours - Print with large blocks and larger sponges - Can use thick brushes					
	<i><u>Why this and why now?</u></i>					
	Sparks curiosity and links to interests. Throughout the year F1 will use in the moment planning to follow the interest of the children. Will build on prior learning at appropriate moments in the year through adult led and child led opportunities and provision.					
	<i><u>Vocabulary and key concepts</u></i>					
Key vocab – Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern. Key concepts/Skills - <ul style="list-style-type: none"> • Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to ‘discover’ new colours. • They try to mix colours to match images from paintings or books etc. • Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. • Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. • Line/Shape: They concentrate hard to paint shapes, lines and edges neatly. 						
EYFS F2	Famous Artist: Picasso  Pictures of our families.	Rangoli Patterns Firework pictures Christmas crafts Hedgehog clay sculptures Famous Artist – Rosie James) Wax Resist Autumn Leaves - Exploring the power of creativity Collaging circles/dots to create a tree - inspired by an artist and the text ‘the dot’	Famous Artist: Monet  Paintings using cold colours. Discussing what we like and dislike about artwork. Finger Puppets - Develops dexterity and making skills(art) Teach children different techniques for joining materials (DT) Understanding Identity and Exploring Relationships	 Building landscapes and Castles (blocks, boxes, artstraws, etc) linked to UW and non-fiction texts. Famous Artist: Georgia o’ Keeffe (landscapes) Weaving – Easter Eggs	Famous Artist: Van Gogh  Observational drawings of sunflowers Water colour painting minibeasts Drawing by Torchlight	Famous Artist: Alma Thomas - colour and pattern  Creating repeating patterns of colour. Feely drawings - Encourages children to explore objects through senses other than sight Exploring the Natural World

	<p>Observational drawing of pumpkins and squashes</p> <p>Primal painting - Plants are squashed and ground to produce texture and colour with which to make art.</p> <p>Exploring the Natural World (Artists – Andy Goldsworthy, Richard Long or Claudy Jongstra)</p>	<p>Famous Artist : Kadinsky</p> 	<p>Cutting Snowflakes</p>	<p>Ducklings/Chicks - Explores printmaking as a tool for mark making • Explores ideas about “shape” and how we can make “shapes”</p> <p>Exploring the power of creativity</p>	<p>Exploring the power of creativity</p>	<p>Building a sea picture with moving parts (paper folded to make springs)</p>
<i>Why this and why now?</i>						
<p>Links to learning about themselves and who they are. Allows children to develop their pencil technique from pre-school.</p>	<p>Links to learning of celebrations. Allows children to explore natural materials within the seasonal time of year.</p>	<p>Helps children embed fine motor skills from previous term. Develops dexterity and allows children to paint with colours for a purpose linked to weather.</p>	<p>Links to Easter. Links to learning around fairy tales and structures. Builds on children’s own understating of building and construction with a purpose form their continuous provision.</p>	<p>Allows children to develop their observational drawing skills from term 1. Links to science learning around torches, light and materials.</p>	<p>Allows children to embed their knowledge of patterns and creating for a purpose linked to artist. Links to science learning around senses. Children can use natural materials linked to seasonal time of the year.</p>	
<i>Vocabulary and Substantive key concepts</i>						
<ul style="list-style-type: none"> • Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can. • Pupils learn to draw in different ways to create different effects. • Pupils draw things they like and learn to draw for pleasure and relaxation. • Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons. • Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment. • Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. • Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to ‘discover’ new colours. • They try to mix colours to match images from paintings or books etc. • Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. • Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. • Line/Shape: They concentrate hard to paint shapes, lines and edges neatly. • Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern. • Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them. • Create art from personal experiences and imagination. • Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. • Develop skills in orally describing their thoughts, ideas and intentions about their work. • Learn how ideas change, grow and develop as work is produced. 						
<p>Y1 and Y2</p>	<p>Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p>Enquiry Question: How can we use our whole bodies to make drawings?</p>	<p>Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.</p> <p>Enquiry Question: How can we use the properties of watercolour to make experimental images?</p>	<p>Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> <p>Enquiry Questions: How can we transform materials into sculpture? How can we transform 2d paper into 3d form?</p>			

					How can we use drawing and texture to add character to our sculpture?
<u>Why this and why now?</u>					
<p>To set the scene and establish understanding as the drawing and sketchbooks area of focus filters throughout all art units of work.</p> <p>Builds on previous learning and knowledge of skills.</p> <p>Cross-curricular links.</p> <p>Children will 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.</p> <p>They will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.</p>		<p>This unit was chosen to spark children's interest and to enable the development of lots of skills and understanding in the surface and colour area of focus.</p> <p>Builds on previous learning and knowledge of skills.</p> <p>Cross-curricular links.</p> <p>Children will 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.</p> <p>They will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.</p>		<p>This unit was chosen to spark children's interest and to enable the development of lots of skills and understanding in the working in three dimensions area of focus.</p> <p>Builds on previous learning and knowledge of skills.</p> <p>Cross-curricular links.</p> <p>Children will 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.</p> <p>They will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.</p>	
<u>Vocabulary and Substantive key concepts</u>					
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Drawing is a physical and emotional activity. • When we draw, we can move our whole body. • We can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • We can use colour to help our drawings engage others. • We can draw from imagination. • We can draw from observation. • We can experiment with mark making through exercises such as continuous line drawing. • We can create drawings in our sketchbooks. • We can talk respectfully about our own work and the work of others in a peer discussion. • We can display the work made over the half term. 	<p>Spirals Vocabulary:</p> <ul style="list-style-type: none"> • 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" • Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour • Reflect, Discuss, Share, Think <p>Artists:</p> <ul style="list-style-type: none"> • Molly Haslund 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Watercolour has special characteristics. • We can be inspired by artists work and it can be used to inform our own work. • We can use the element of surprise and accident to help us create art. • We can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery. • Understand watercolour is a media which uses water and pigment. • Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. • We can talk respectfully about our own work and the work of others in a peer discussion. • We can display the work made over the half term. <p>Key Skills:</p>	<p>Exploring Watercolour Vocabulary:</p> <ul style="list-style-type: none"> • 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 <p>Artists:</p> <ul style="list-style-type: none"> • Paul Klee • Emma Burleigh 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • We can work from a similar stimulus or starting point but end up with very different results. • We can use observational drawing and experimental mark making together to make art. • There is a relationship between drawing & making. • Understand collage is the art of using elements of paper to make images. • Understand we can create our own papers with which to collage. • We can transform 2d into 3d. • Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. • Understand the meaning of "Design through Making" • The individual results can then be brought together to make a whole artwork. • We can talk respectfully 	<p>Making Birds Vocabulary:</p> <ul style="list-style-type: none"> • 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 • Flock • Collaboration • Present, Reflect, Share, Discuss <p>Artists:</p> <ul style="list-style-type: none"> • Andrea Butler • Ernst Haekel • Hoang Tien Quyet • John James Audubon • Pejac

	<p>Key Skills:</p> <ul style="list-style-type: none"> • Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. • Develop experience of primary and secondary colours • Practice observational drawing • Explore mark making • Reflect upon the artists' work, and share your response verbally ("I liked..."). 		<ul style="list-style-type: none"> • Develop experience of primary and secondary colours • Explore mark making • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Paint without a fixed image of what you are painting in mind. • Respond to your painting, and try to "imagine" an image within. • Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. • Reflect upon the artists' work, and share your response verbally ("I liked..."). 		<p>about our own work and the work of others in a peer discussion.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. • Develop experience of primary and secondary colours • Practice observational drawing • Explore mark making • Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. • Use a combination of two or more materials to make sculpture. • Use construction methods to build. • Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. • Reflect upon the artists' work, and share your response verbally ("I liked..."). 	<ul style="list-style-type: none"> • Dusciana Bravura
Y3/4	<p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Enquiry Question: How can we create visual narratives inspired by poetry or prose?</p>	<p>Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns. Enquiry Question: How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?</p>	<p>Festival Feasts How might we use food and art to bring us together? Enquiry Question: How can we use the skills we have learnt in drawing, painting, making and collage to create artwork which celebrates the food we eat?</p>			
<u>Why this and why now?</u>						

To set the scene and establish understanding as the drawing and sketchbooks area of focus filters throughout all art units of work.

Builds on previous learning and knowledge of skills.

Cross-curricular links

Children will understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Children will deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.

Children will 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. They will begin to understand artists often collaborate on projects, bringing different skills together. Children will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.

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Vocabulary and Substantive key concepts

Key Concepts:

- We can tell stories through drawing.
- We can use text within our drawings to add meaning.
- We can sequence drawings to help viewers respond to our story.
- We can use line, shape, colour, and composition to develop evocative and characterful imagery.
- Understand that artists and illustrators interpret narrative texts and create sequenced drawings.
- When we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.

Key Skills:

- Practise drawing skills.

Storytelling Through Drawing Vocabulary:

- 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, Articulate, Feedback, Crit, Similarities, Differences,
- Artists:**
- Laura Carlin
 - Shaun Tan

Key Concepts:

- The act of making drawings can be mindful.
- We can use line, shape, and colour to create patterns.
- We can use folding, cutting and collage to help us create pattern.
- We can create repeated patterns to apply to a range of products or outcomes.
- 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.
- Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.

Exploring Pattern Vocabulary:

- 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, Crit, Similarities, Differences,
- Artists:**
- Rachel Parker
 - Shaheen Ahmed
 - Andy Gilmore
 - Louise Despont

Key Concepts:

- Sculpture can be joyful.
- We can respond to a creative stimulus through lots of different media (pen, paint, modelling, materials, and fabric) to work towards drawing, painting, collage, and sculpture.
- We can use our knowledge and curiosity of line, shape, colour, and form to make playful and inventive art.
- We can make an individual artwork which contributes to a larger or shared piece, or we can work on a shared artwork.
- Making art can be fun and joyful, and that we can find subject matter which inspires and brings us all together.
- To understand that make sculpture can be challenging.

Festival Feasts Vocabulary:

- 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,
 - Photograph, Lighting, Focus, Composition,
- Artists:**
- Claes Oldenberg
 - Lucia Hierro
 - Nicole Dyer

<ul style="list-style-type: none"> • 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. • 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. • 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. • Test and experiment with materials. • Make visual notes to record ideas and processes discovered through looking at other artists. • Reflect. 		<ul style="list-style-type: none"> • Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. • When we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> • Practise drawing skills. • Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. • Test and experiment with materials. • Brainstorm pattern, colour, line and shape. • Make visual notes to record ideas and processes discovered through looking at other artists. • Reflect. 		<p>To understand it 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.</p> <ul style="list-style-type: none"> • When we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> • Practise drawing skills. • To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. • Brainstorm pattern, colour, line and shape. • Test and experiment with materials. • 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 • To combine modelling with construction using mixed media and painting to create sculpture. • To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. • Make visual notes to record ideas and processes discovered through looking at other artists. • Reflect. 	
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Y4/5

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

Enquiry Question: How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?

Mixed Media Land & City Scapes
Explore how artists use a variety of media to capture spirit of the place

Enquiry Question: How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?

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

Enquiry Question: How do artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?

Why this and why now?

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Cross-curricular links
Builds on previous learning and knowledge of skills.
Children will understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
Children will look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Children will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.

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Vocabulary and Substantive key concepts

Key Concepts:

- When designers work with fonts and layout it is called typography.
- We can use the way words look to help us communicate ideas and emotions.
- We can create our own typography and combine it with other visual elements to make artwork about chosen themes.
- Understand that designers create fonts and work with Typography.
- Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and

Typography & Maps Vocabulary:

- 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,

Artists:

- Louise Fili
- Grayson Perry
- Paula Scher
- Chris Kenny

Key Concepts:

- Artists use a variety of media, often combining media in inventive ways to capture the energy and spirit of land or city scapes.
- Artists often work outside (plein air) so that all their senses can be used to inform the work.
- We can use sketchbooks to focus this exploration and we do not always need to create an ‘end result’.
- As artists we can experiment with materials, combining them to see what happens. We can feel free and safe when to take creative risks

Land and City Scapes Vocabulary:

- Landscape, Cityscape, Working from Life, Mixed Media,
- Senses, Spirit, Energy, Capture,
- Composition, Format
- Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Artists:

- Vanessa Gardiner
- Shoreditch Sketcher
- Kittie Jones

Key Concepts:

- Designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film, or animation).
- We can create our own “sets” to create models for theatre design or backgrounds for an animation.
- We can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.
- Understand that set designers can design/make

Set Design Vocabulary:

- 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

Artists:

- Rae Smith
- Fausto Melotti
- Tiny Inventions

	<p>cultural) to map identity as well as geography.</p> <ul style="list-style-type: none"> When we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> Explore mark making. Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. 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. Make visual notes to capture, consolidate and reflect upon the artists studied. 		<p>without the fear of getting things wrong.</p> <ul style="list-style-type: none"> 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. We can share our artistic discoveries with each other and be inspired by each other. When we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> Explore mark making. 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. 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. Make visual notes to capture, consolidate and reflect upon the artists studied. 		<p>sets for theatres or for animations.</p> <ul style="list-style-type: none"> Understand that designers often create scaled models to test and share ideas with others. When we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> Explore mark making. Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design Brainstorm ideas generated when reading poetry or prose. 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. Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Make visual notes to capture, consolidate and reflect upon the artists studied. 	<ul style="list-style-type: none"> Rose Hurley Gabby Savage-Dickson
Y5/6	2D Drawing to 3D Making		Exploring Identity		Take a Seat Explore how craftspeople and designers bring personality to their work.	

<p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p>Enquiry Question: How can we transform 2d drawings into 3d objects?</p>	<p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> <p>Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?</p>	<p>Enquiry Question: How can we design furniture which is full of personality and character?</p>			
<p><u>Why this and why now?</u></p>					
<p>To set the scene and establish understanding as the drawing and sketchbooks area of focus filters throughout all art units of work.</p> <p>Cross-curricular links</p> <p>Builds on previous learning and knowledge of skills. Children will understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Children will 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.</p> <p>Children will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.</p>	<p>This unit was chosen to spark children’s interest and to enable the development of lots of skills and understanding in the surface and colour area of focus.</p> <p>Cross-curricular links</p> <p>Builds on previous learning and knowledge of skills. Children will understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Children will 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.</p> <p>Children will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.</p>	<p>This unit was chosen to spark children’s interest and to enable the development of lots of skills and understanding in the working in three dimensions area of focus.</p> <p>Cross-curricular links</p> <p>Builds on previous learning and knowledge of skills. Children will understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Children will 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.</p> <p>Children will begin to understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.</p>			
<p><u>Vocabulary and Substantive key concepts</u></p>					
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Drawing and making have a close relationship. • Drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. • We can use methods such as the grid method and looking at negative space to help us draw. • When we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • There is a challenge involved in bringing two dimensions to 3 dimensions which we 	<p>2D Drawing to 3D Making Vocabulary:</p> <ul style="list-style-type: none"> • 2D Drawing • 3D Object • Packaging • Negative space • Grid method • Scaling up • Net, Typography, Graphic Design • Collage • Structure • Balance • Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, <p>Artists:</p> <ul style="list-style-type: none"> • Lubaina Himid • Claire Harrup 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. • People are the sum of lots of different experiences, and that through art we can explore our identity. • We can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • As viewers we can then “read” imagery made by other people, unpicking 	<p>Exploring Identity Vocabulary:</p> <ul style="list-style-type: none"> • Identity, Layer, Constructed, • Portraiture • Layering • Digital Art, Physical • Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, <p>Artists:</p> <ul style="list-style-type: none"> • Njideka Akunyili Crosby • Yinka Shonibare • Thandiwe Muriu • Mike Barrett 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Artists who create furniture are often called craftspeople or designers. • Furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. • We can use a warm up making exercise to remind ourselves to be inventive when making. • As artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others. 	<p>Take a Seat Vocabulary:</p> <ul style="list-style-type: none"> • Chair Design, Designer, Craftsperson, Maker • 3D Doodle, Design through Making, • Chair Design • Expression, Personality, Character, • Materials, Form, Function, • Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, <p>Artists:</p> <ul style="list-style-type: none"> • Yinka Ilori

	<p>can solve with a combination of invention and logic.</p> <ul style="list-style-type: none"> • Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. • Understand that graphic designers use typography and image to create packaging which we aspire to use. • Understand that there are technical processes we can use to help us see, draw and scale up our work. • When we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> • Develop Mark Making • Practise seeing negative and positive shapes. • Explore using negative and positive space to “see” and draw a simple element/object. • Use collage to add tonal marks to the “flat image”. • Using the grid method to scale up an image. • Use the grid system to scale up the image above, transferring the image onto card. • Make visual notes to capture, consolidate and reflect upon the artists studied. 		<p>imagery, line, shape, colour to help us understand the experience of the artist.</p> <ul style="list-style-type: none"> • Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. • Understand that artists and designers add colour, texture, meaning and richness to our life. • When we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> • Develop Mark Making • 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? • Explore combinations and layering of media. • 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. • 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. • Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. • Make visual notes to capture, consolidate and 		<ul style="list-style-type: none"> • There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like. • We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique. • Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. • Understand that artists and designers add colour, texture, meaning and richness to our life. • 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. • When we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Key Skills:</p> <ul style="list-style-type: none"> • 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. • Make visual notes to capture, consolidate and reflect upon the artists studied. 	
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reflect upon the artists
studied.