



Buriton Primary Art progression of skills

AccessArt Progression (Skills and Knowledge)

This plan has been created to support the [AccessArt Primary Art Curriculum](#)

May 2022

Diamonds A	Purple = Substantive Knowledge		Green = Disciplinary Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Flora & Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon, Flora & Fauna</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours Spirals Exploring Watercolour Flora & Fauna</p> <p>Practice observational drawing Spirals Flora & Fauna</p> <p>Explore mark making Spirals Flora & Fauna Exploring Watercolour</p>		<p>Understand watercolour is a media which uses water and pigment. Exploring Watercolour</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour</p> <hr/> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour</p> <p>Paint without a fixed image of what you are painting in mind. Exploring Watercolour</p> <p>Respond to your painting, and try to “imagine” an image within. Exploring Watercolour</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour</p>	<p>Understand collage is the art of using elements of paper to make images. Flora & Fauna</p> <p>Understand we can create our own papers with which to collage Flora & Fauna</p> <hr/> <p>Collage with painted papers exploring colour, shape and composition. Flora & Fauna</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making</p> <p>Understand the meaning of “Design through Making” Playful Making</p> <hr/> <p>Use a combination of two or more materials to make sculpture. Playful Making</p> <p>Use construction methods to build. Playful Making</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making</p>	<p>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>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.</p> <hr/> <p>All Pathways for Year 1</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <hr/> <p>All Pathways for Year 1</p>

Diamonds B	Purple = Substantive Knowledge		Green = Disciplinary Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking</p> <p>Practice observational drawing Spirals Simple Printmaking Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Making Birds</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</p> <p>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</p> <p>Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking</p>		<p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <p>Understand we can create our own papers with which to collage. Making Birds</p> <p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of “Design through Making” Making Birds</p> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</p>	<p>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>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.</p> <p>All Pathways for Year 1</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <p>All Pathways for Year 1</p>

Sapphires A	Purple = Substantive Knowledge		Green = Disciplinary Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore Through Monoprint</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 2</p> <hr/> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to: Explore the qualities of different media. Explore Through Monoprint</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making Explore Through Monoprint</p> <p>Make visual notes about artists studied Explore Through Monoprint</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Telling Stories</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Telling Stories</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint</p> <hr/> <p>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</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <hr/> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p> <hr/> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>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.</p> <p>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</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>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</p>

Sapphires B	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>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</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw</p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition. Explore & Draw</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Be an Architect</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists studied. Explore & Draw Be an Architect</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting</p> <p>Understand the concept of still life. Expressive Painting</p> <hr/> <p>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</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <p>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</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Understand the role of an architect. Be an Architect</p> <p>Understand when we make sculpture by adding materials it is called Construction. Be an Architect</p> <hr/> <p>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</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>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.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>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</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>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.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>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</p>

Pearls A	Purple = Substantive Knowledge		Green = Disciplinary Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p> <hr/> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). Set Design</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Set Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Types Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Set Design Architecture: Big or Small</p> <p>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</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Cloth, Thread, Paint</p> <p>Develop mark making skills. Cloth, Thread, Paint</p>	<p>Understand that mono types are single monotypes. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</p> <hr/> <p>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</p>	<p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p> <hr/> <p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p> <p>Continue to develop colour mixing skills. Cloth, Thread, Paint</p> <p>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</p>	<p>Understand that set designers can design/make sets for theatres or for animations. Set Design</p> <p>Understand that designers often create scaled models to test and share ideas with others. Set Design</p> <p>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</p> <hr/> <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Set Design</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design</p> <p>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 relates to the reality of what you are building. Architecture: Big or Small</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>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</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>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.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>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.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>

Pearls B	Purple = Substantive Knowledge	Green = Disciplinary Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <hr/> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <hr/> <p>Use sketchbooks to:</p> <p>Explore mark making Mixed Media Landscapes</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Mixed Media Landscapes</p> <p>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</p> <p>Practise drawing skills. Storytelling Through Drawing</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Art of Display</p> <p>Test and experiment with materials. Storytelling Through Drawing</p> <p>Brainstorm and explore ideas relating to performance art. Art of Display</p> <p>Reflect. Storytelling Through Drawing Art of Display</p>	<p>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</p> <hr/> <p>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</p>	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display</p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display</p> <hr/> <p>To understand that sometimes people themselves can be the object, as in performance art. Art of Display</p> <hr/> <p>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</p> <p>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</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <hr/> <p>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</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>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.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>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</p>

Emeralds	Purple = Substantive Knowledge		Green = Disciplinary Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p> <p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 2D</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 2D</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p> <p>Explore combinations and layering of media. Activism Exploring Identity</p> <p>Develop Mark Making Activism 2D to 2D Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Take a Seat</p>	<p>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</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism</p> <p>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</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p>	<p>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.</p> <p>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</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Take a Seat</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life Exploring Identity Take a Seat</p> <p>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</p> <p>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</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>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>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</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>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.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>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</p>