

Art & Design Skills Progression

Key =Purple/Green		Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills			www.accessart.org.uk
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sketch Books	Medium	Use any material to make marks on that have meaning to the child Use words to talk about what they have drawn	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals Make a simple elastic band sketchbook. Personalise it. Spirals Use sketchbooks to: Develop experience of primary and secondary colours Spirals Exploring Watercolour Practice observational drawing Spirals Making Birds Explore mark making Spirals Exploring Watercolour Making Birds	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 Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore colour and colour mixing. Expressive Painting Be an Architect Make visual notes about artists studied. Explore & Draw Be an Architect	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 Understand that the way each persons' 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 Telling Stories Cloth, Thread, Paint Develop mark making skills. Gestural Drawing with Charcoal Telling Stories Cloth, Thread, Paint	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: Practice 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	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	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? Exploring Identity Explore colour: make colours, collect colours, experiment with how colours work together. Brave Colour Explore combinations and layering of media. Exploring Identity Develop Mark Making 2D to 2D Exploring Identity Make visual notes to capture, consolidate and reflect upon the artists studied 2D to 2D Exploring Identity Brave Colour
Drawing	Range of pencils Soft B Pencils (2b, 4b and 6b are ideal) Graphite Sticks Water Soluble Graphite Sticks Charcoal (willow) Handwriting Pens Thicker Black Pens (e.g. Sharpies) Coloured Pencils Oil Pastels Soft Pastels Wax Crayons Home made drawing materials (i.e. sticks) Ink	Can hold and use tools for drawing with some control to make marks that have meaning Select colouring tools for a purpose Use tools to make marks, lines and curves Draw, and talk about, some representations of people and objects they are familiar with Talk about their work and comment on others	Understand drawing is a physical activity. Spirals 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	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 Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw	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 Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal	Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing 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 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	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	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

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Artists and Cultural links		Van Gogh, George Seurat, Bridget Riley, Barbara Hepworth	Molly Haslund	Rosie James, Alice Fox	Heather Hansen, Laura McKendry, Edgar Degas	Laura Carlin, Shaun Tan	Louise Fili, Grayson Perry, Paula Scher, Chris Kenney	Lubaina Himid, Claire Harrup
Vocabulary		Line, pencil, dark, light, thick, thin, curved, straight, circles, shapes Media, variety of line, curved, angled, straight, dots, Rough, smooth, dimpled, rub, back, forwards, look, measure, shapes, sketch, observation, differences, similarities. pattern, repeating, thick, thin, bold, soft, express, shade	Spirals: 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	Explore & Draw: 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, Brusho, Pencil, Mark making, Line, Tone, Shape Reflect, Present, Share, Discuss, Feedback	Gestural Drawings with Charcoal: 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, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	Storytelling Through Drawing: 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,	Typography & Maps: Typography, Lettering, Graphics, Design, Intention, Communicate, Emotions, Purpose, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	2D Drawing to 3D Making: 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,
Painting	Medium							
	Water Colour Blocks Acrylic Paint Ready Mixed or Poster Paint Brusho Printing Ink Printing Medium (optional but extends life of printing ink) Carbon Copy Paper Ink Stamping Pads	Name colours and be able to talk about their favourite colour Experiment with mixing, new colours are created. To select and create different colours for their work. Hold and use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore paint on different surfaces and using in different ways (e.g. different textured, coloured, sized and shaped paper). To work from direct observation and imagination. To talk about their own work.	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 Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour	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 gestural marks using skills learnt above. Expressive Painting	Understand that paint acts differently on different surfaces. Cloth, Thread, Paint Understand the concept of still life and landscape painting. Cloth, Thread, Paint Continue to develop colour mixing skills. Cloth, Thread, Paint 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 Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories	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	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 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	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
Artists and Cultural links		Wassily Kandinsky, Yayoi Kusama Van Gogh, Claude Monet, Seurat, Georgia O'Keefe, Book illustrators – Zoltan Szabo	Paul Klee, Emma Burleigh	Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Alice Kettle, Hannah Rae	Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

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Vocabulary		Watercolour, Brush, Wash Mark making Primary colours, secondary colours, Colour mixing, mix, make Texture	Exploring Watercolour: 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	Expressive Painting: 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 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,	Paint, Cloth, Thread: 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	Exploring Still Life: 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,	Land and City Scapes: Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Exploring Identity: Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Making (Sculpture, 3D Work and Collage)	Medium							
	Buff Clay Air Dry Clay Plasticine Modroc Pipe cleaners Straws Elastic bands Lollysticks, Coffee Stirrers, Matchsticks Recycled Card & Paper Wire (modelling wire and thinner florists wire) Craft Knives Cutting mats Paper Fasteners Elastic Bands String/Wool/Ribbons etc Needles and Thread	Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Impress and apply simple decoration as desired. Cut shapes using scissors and other modelling tools. Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Choose own resources and talk about their work.	Understand collage is the art of using elements of paper to make images. Making Birds Understand we can create our own papers with which to collage. Making Birds Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds Understand the meaning of “Design through Making” Making Birds Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds Use a combination of two or more materials to make sculpture. Making Birds Use construction methods to build. Making Birds Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw Understand the role of an architect. Be an Architect Understand when we make sculpture by adding materials it is called Construction. Be an Architect 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 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	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 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	Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display 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 To understand that sometimes people themselves can be the object, as in performance art. Art of Display 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, using a variety of materials including fabric. Art of Display	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 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 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. Architecture: Big or Small	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 artists and designers add colour, texture, meaning and richness to our life. Brave Colour 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 would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour
	Artists and Cultural links	Barbara Hepworth - fossils, Andy Goldsworthy.	Andrea Butler Veronica Lindsay	Hundertwasser, Zaha Hadid, Heatherwick Studios	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	Anthony Gormley, Yinka Shonibare, Thomas J Price	Shoreditch Sketcher, Various Architects	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West

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Vocabulary	Soft, hard, roll, bend, mould, models, make, build, create, stick	Making Birds: 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	Be An Architect: 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, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	Paint, Cloth, Thread: 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	The Art of Display: 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	Architecture Dream Big or Small: 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	Brave Colour: Sketchbook Visual notes Colour Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
Purpose/Visual Literacy/ Articulation (Evaluation)	Recognise and describe key features of their own and others' work. Look and talk about what they have produced, describing simple techniques and media used, do they like their own work? Can they say why? (I painted a.... using my paintbrush. I made a.... with my hands. I like my.... because)	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"). Some children may feel able to share their response about classmates work. All Pathways for Year 1	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"). 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	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..."). 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	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. 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. 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	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. 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 5 Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5	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 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