

NC Objectives Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 To create sketch books to record their observations and use them to review and revisit ideas.
 To improve their mastery of art and design techniques, including, painting and sculpture with a range of materials.
 To learn about great artists, architects and designers in history.

	Year 3	Year 4	Year 5	Year 6
Generating Ideas	<p>Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions <i>(See Sketchbook examples)</i></p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas <i>(revisiting formal skills of line, tone, pattern, texture and colour)</i></p>	<p>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential <i>(See Sketchbook examples)</i></p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration <i>(See Sketchbook examples) (revisiting formal skills of line, tone, pattern, texture and colour)</i></p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects <i>(See Sketchbook examples)</i></p>	<p>Engage in open-ended research and exploration to initiate and develop personal ideas <i>(See Sketchbook examples)</i></p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration <i>(revisiting formal skills of line, tone, pattern, texture and colour)</i></p> <p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information <i>(See Sketchbook examples)</i></p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality <i>(See Sketchbook examples/encourage ideas from home learning and research)</i></p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration <i>(revisiting formal skills of line, tone, pattern, texture and colour)</i></p> <p>Investigate, research and test ideas and plans using sketchbooks and other approaches <i>(See Sketchbook examples)</i></p>
Making	<p>Drawing Continue to familiarize with sketchbook / drawing exercises.</p> <p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching</p> <p>Using observational drawing as a starting point, fed by imagination, design typography</p> <p>Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly</p>	<p>Drawing & Printmaking Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly</p> <p>Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the other projects</p> <p>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</p>	<p>Drawing and Colour Continue with the key drawing exercises</p> <p>Explore the relationship of line, form and colour</p> <p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response</p> <p>Painting Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts</p> <p>Explore different ways artists use colour, shape and texture</p> <p>3D/Sculpture and Design</p>	<p>Drawing Continue with the key drawing exercises</p> <p>Revisit still life. Develop drawing skills using observational drawing</p> <p>Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design</p> <p>Sculpture and Painting Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape</p> <p>Explore geometric design/pattern / structure</p>

	<p>Drawing, Painting & Collage Make larger scale drawing from observation and imagination</p> <p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome</p> <p>Explore painting on new surfaces using colour as decoration</p> <p>3D/Sculpture Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture</p> <p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills</p> <p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick)</p> <p>Digital & Animation Building on mark-making and observational skills, make drawings of animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move</p> <p>Use digital media to make animations from the drawings that move</p>	<p>Layering of media, mixing of drawing media</p> <p>Drawing, Painting, Collage & Sketchbooks Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point</p> <p>Combine art forms such as collage, painting and printmaking in mixed media projects</p> <p>3D/Sculpture Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination.</p> <p>Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea</p> <p>Develop visual literacy skills and discover how context and intention can change the meaning of objects</p> <p>Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually</p> <p>Design Develop design through making skills and collaborative working skills through fashion design.</p> <p>Explore paper and card manipulation skills to build 3d forms</p>	<p>Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey</p> <p>Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint,</p> <p>Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original</p> <p>Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play</p> <p>Architecture and Printing Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration</p> <p>Develop visual literacy skills: explore how we <i>look at</i> and <i>respond to</i> things people have made, and then include this awareness when making sculpture</p>	<p>Develop clay (and drawing) skills by creating pinch pots based upon still life observation</p> <p>Puppetry Develop drawing and making skills and combine with narrative/character development and make puppets.</p> <p>Using tools to cut intricate shapes and use fastenings to create moving parts.</p> <p>Work collaboratively to perform, and use digital media to record</p> <p>Design and Making Explore set design using mixed media and linking literature, drama, music and design</p> <p>Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer</p>
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Evaluating	<p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it</p> <p>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p>Reflect regularly upon their work, throughout the creative process</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p>Regularly analyse and reflect upon progress taking into account of intention</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p>Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts</p> <p>Regularly analyze and reflect upon progress taking into account of intention</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>
Knowledge & Understanding	<p>Know the names of tools, techniques and formal elements</p> <p>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with</p>	<p>Know the names of tools, techniques and formal elements</p> <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with</p>	<p>Know the names of tools, techniques and formal elements</p> <p>Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with</p>	<p>Know the names of tools, techniques and formal elements.</p> <p>Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.</p> <p>Describe processes used and how they hope to achieve high quality outcomes</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with</p>

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