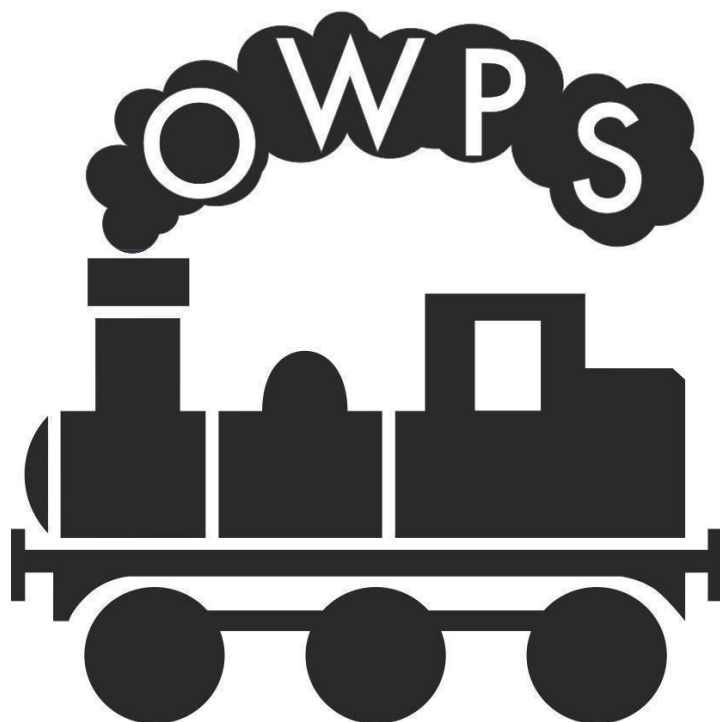


Orton Wistow Primary School



What does Art look like?

At Orton Wistow Primary School, our Art and Design curriculum aims to engage, inspire, and challenge pupils. We believe that Art and Design encourages children to develop their creativity, nurture their imagination and express their individual interests, thoughts and ideas, alongside building resilience, confidence and critical thinking skills. The curriculum will be tailored to suit the needs of children to equip them with the knowledge and skills needed to experiment with and create their own works of art and design.

H. Terreblanche
September 2024



www.accessart.org.uk

Content

Our Vision and Curriculum	Page 2
How Art is taught at OWPS	Page 3
Art Mapping Overview	Page 3
Progression	Page 4
How Art is taught in EYFS	Page 6
SEND	Page 7
Assessment	Page 7

Our Vision and Curriculum

At Orton Wistow Primary School, our vision is to create opportunities for pupils to explore different aspects of making, helping pupils and teachers to understand the ways art connects us with our past, helps us embrace the present, and empower and shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Our rich and exciting visual arts curriculum meets the needs of the current National Curriculum for Art. The curriculum is knowledge-rich, and pupils will learn a wide range of skills, developing understanding and showing clear progression. Our spiral curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them. The curriculum provides pupils with lots of different kinds of opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks. Our aim is that every child has the opportunity to find the elements of art, craft and design which resonate with them.

How Art is taught at OWPS

At Orton Wistow Primary School, our Art and Design curriculum is implemented through the Access Art scheme of work. The Access Art curriculum is designed to help primary schools deliver a rich and exciting visual arts curriculum which meets the needs of the current National Curriculum for Art.

From Year 1 to Year 6 we teach Art as a discrete subject following the Access Art Pathways. The Pathways provide high quality lessons across a range of skills and artistic genres, with opportunities to learn about artists, designers and crafts people from across the world, both contemporary and traditional.

Fluency is built through a spiral curriculum; revisiting and developing skills regularly throughout pupils' time at OWPS in order to give them plenty of opportunities to hone talents and abilities. The spiral curriculum focuses on three Pathways: Drawing & Sketchbooks (Autumn Term), Surface & Colour (Spring Term) and Working in Three Dimensions (Summer Term).

Each Pathway supports children in developing a knowledge and understanding of:

- the practical nature of art: methods, techniques, media, materials, technical language.

- the theoretical nature of art movements, genres, themes, artists and their work and its context and significance.

Within each pathway, children are taught how to reflect upon their own work and the work of their peers. Children will evaluate their work and engage in dialogue and decision making about the quality of their outcomes and may suggest improvements that could be made.

Throughout their time at OWPS, children will have the opportunity to develop skills within the following art forms, across different scales independently and collaboratively:

- Drawing
- Sketchbooks
- Printmaking
- Painting
- Collage
- Making

From Year 1- Year 6, each pupil will have complete ownership of a sketchbook to record and revise thoughts and ideas. The sketchbook is a way to record the creative and exploratory journey of each pathway and to show progression through the year groups.

Artwork from all year groups will be displayed in the school Art Gallery on a rotating basis.

Art Mapping Overview

 Access Art	Autumn Term	Spring Term	Summer Term
Year 1	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
Year 2	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	Stick Transformation Project Explore how you can transform a familiar object into new and fun forms.
Year 3	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
Year 4	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.	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	Festival Feasts How might we use food and art to bring us together?
Year 5	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines.	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
Year 6	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	Take a Seat Explore how craftspeople and designers bring personality to their work.

Progression

The progression map outlines the progression of substantive knowledge and implicit knowledge/skills which is built upon in our spiral curriculum, showing links to each Pathway.

Year 1	Purple = Substantive Knowledge		Green = Implicit 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>
Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	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> <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</p> <p>Work with care and focus, enjoying making drawings which are unruled. 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.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <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:</p> <p>Explore the qualities of different media. Explore & Draw</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</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> <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 when we make sculpture by adding materials it is called Construction. Stick Transformation Project</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</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> <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>

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk		
Drawing	Sketchbooks	Printmaking	Painting	Collage	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>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>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</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 person's 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>Work in sketchbooks to:</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 Cloth, Thread, Paint</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Telling Stories Cloth, Thread, Paint</p>		<p>Understand that we can create imagery using natural pigments and light. Telling Stories</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> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories</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 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> <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>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> <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>

Year 4	Purple = Substantive Knowledge	Green = Implicit 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> <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> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Still Life Sculpture & Structure Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Exploring Still Life Festival Feasts</p> <p>Reflect. Storytelling Through Drawing Exploring Still Life Festival Feasts</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Exploring Still Life</p> <p>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</p> <p>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</p> <p>Options to work in clay, making reliefs inspired by fruit still lifes, or make 3d graphic still lifes using ink and foamboard. Exploring Still Life</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p>	<p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Festival Feasts</p> <p>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. Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</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> <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> <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>

Year 5	Purple = Substantive Knowledge		Green = Implicit 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> <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>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Set Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Set Design</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</p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</p> <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>See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</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>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>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> <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>

Year 6	Purple = Substantive Knowledge		Green = Implicit 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</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? Exploring Identity</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making 2D to 2D Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 2D Exploring Identity Take a Seat</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. Exploring Identity</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>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity 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>

Art in the EYFS at Orton Wistow Primary School

In the EYFS, children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. Children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials (both in free-flow play and guided activities). In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. Children in the Early Years will develop their 'Expressive Arts and Design skills through a cross-

curricular approach by following the guidance within 'Developmental Matters' issued to all schools.

In Art and design, by the end of EYFS children will:

- Be able to use art to be creative and express themselves in different ways
- Be able to create pictures of what they can see and imagine
- Develop some control when using pencils, paint brushes and other materials.

Children will know that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will know that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in artistic sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and

SEND

In Art, provisions for children with SEND will be in accordance with the school SEND Policy Information Report. We will use adaptive teaching approaches to support children with SEND including:

- Allowing more time
- Working on a larger/ smaller scale
- Peer work
- Teacher collaboration
- Picture prompts

Assessment

Art is assessed through ongoing formative assessment of the pupil's work throughout a pathway. Each pathway contains suggested "I can..." statements which can be used to check understanding. Progress is tracked through sketchbook work, completed art outcomes, in the moment commentary and discussion and pupils' response to their own work. The Progression of Key Skills document is also used to assess achievement in relation to year-group expectations. Pupils will be assessed as 'Below', 'Working Towards', 'Expected' or 'Greater Depth'. Teacher's will record pupil assessments each term on Insight and monitor their progress throughout the academic year.