















Art and Design Curriculum Knowledge and Skills Progression Map

<p>EYFS Linked Prime Area of Learning – Physical Development <i>These are all key skills and children develop at their own rate in these. We will use next steps to move each child on through these skills using our ongoing individual assessments.</i></p> <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. <p>** Development Matters statements repeated in skills.</p>
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National Curriculum				
<u>Purpose of Study</u>				
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>				
KS1	Using Materials	Drawing	Use of colour, pattern, texture, line, form, space and shape.	Range of artists
	Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
KS2	Using Sketchbooks	Drawing, Painting and Sculpture		Study of Great Artists
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.	Create sketch books to record their observations and use them to review and revisit ideas.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		Pupils should be taught about great artists, architects and designers in history.

Year 1			
	Spirals 	Watercolour 	Playful Making 
End outcome:	Using drawing, collage and mark making to explore spirals. Looking at the artist Molly Haslund.	To create landscapes of space using watercolour paints.	Transforming drawings from 2-D to 3-D to make a bird, reptile or mammal.
Inspiring Artists:	Molly Haslund	Emma Burleigh	Andrea Butler
Example Work:		 <p>(This style of artwork but in the theme of space. Picture to be updated)</p>	
Practical Knowledge	<ul style="list-style-type: none"> Know that drawings can be created using whole bodies. Explore a range of drawing materials, from pastels to chalk, to graphite, to pencils. Explore the different qualities of line, colour blending, and mark making using chalk and oil pastels. Understand the idea that drawings can be made through observations or through imagination and explain the thoughts and feelings behind this.. Understand what a continuous line drawing is. Explore and experiment with scale, line and materials. Know that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move. Know that colour can be used to help our drawings engage others. Understand that a spiral is an ancient symbol which we all recognise and which lends itself to conversations around growth, movement and structure. 	<ul style="list-style-type: none"> Know that watercolours can be used in a variety of ways and that it has its own characteristics. Understand that there are primary colours and secondary colours, which can be used to experiment with accidental and purposeful colour mixing. Understand that elements of surprise and accidents can be used to help us create art. Know that there are a variety of techniques for using watercolours: wash, wet on dry, wet on wet, and mark making. Understand that a variety of other media can be used to work into paintings (such as pen, pencils and crayons) and explore how these react on watercolour. Begin to explore Emma Burleigh's work in a visual way and understand how to put an individual spin on it. 	<ul style="list-style-type: none"> Know that there is a relationship between drawing & making. We can transform 2d to 3d by tearing, crumpling and collaging. Understand that we can work from similar stimulus or starting point but end up with very different individual results. Know that film can be used as a source to create observational drawings of birds. Know that real life stimulus (feathers) can be used to make drawings. Recall previously learnt mark making and continue to explore new ways. Understand that the size of the paper changes mark making. Explore using a range of materials (B pencils, handwriting pens and pastels) to create marks and begin to make conscious choices about which materials they want to use. Know that the individual results can then be brought together to make a whole artwork (a flock of birds).







<p>Theoretical Knowledge</p>	<ul style="list-style-type: none"> • Molly Haslund is a performative and sculptural artist from Denmark. • She explores identity, using every day surroundings, objects and situations • Her work heavily features circles and spirals. • She creates large exhibitions for people to visit, sometimes in everyday locations – like the streets. 	<ul style="list-style-type: none"> • Emma Burleigh is an artist who uses watercolours. • Her work uses vibrant colours, which she uses to express her feelings. • Her work is inspired by nature and usually relates to her own life. • She uses a range of techniques and media to create her artwork. • She creates books, comics, paintings and illustrations. 	<ul style="list-style-type: none"> • Andrea Butler is a visual artist, with a particular interest in drawing. • Her work shows her visual and sensory experiences of the environment through drawing. • She uses different processes, materials and ‘chance’ elements. • Her artwork usually involves transformation from 2D to 3D.
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Start to express thoughts and feelings verbally about the work of Molly Haslund. • Reflect on drawings and artwork, sharing what has been successful and what could be explored again, using peer discussion. • use their imagination to explain thoughts and feelings behind lines and spirals. 	<ul style="list-style-type: none"> • Evaluation techniques can be used to help us reflect on our work, as well as the work of others. • Begin to express thoughts and feelings verbally about the work of Emma Burleigh and her use of watercolours. • Use their imaginations to identify the stories emerging in their paintings and the paintings of artists. 	<ul style="list-style-type: none"> • Engage in class discussions about both individual and collective work, giving useful feedback and reflecting upon their own work. • Express thoughts and feelings verbally about the work of Andrea Butler and her creations.

Year 2			
	Autumn Observations 	Expressive Painting 	Stick Transformation 
End outcome:	Create wax resistant autumn leaf drawings.	Explore colour mixing and mark making to create abstract paintings of The Great Fire of London.	Transform a familiar object into a new form.
Inspiring Artists:	Alice Fox	Vincent Van Gogh	Chris Kenny
Example Work:		 <p>(This style of abstract painting but of the Great Fire of London. Picture to be updated)</p>	
Practical Knowledge	<ul style="list-style-type: none"> Understand that we can be inspired by exploring and collecting things in and around the environment. Demonstrate curiosity by exploring the playground or school area to collect items that inspire. Know that these objects can be used to create new shapes, patterns and compositions. Demonstrate sorting skills by grouping objects by colour, size, material, and type. Take photos of arrangements and reflect on gathering and documentation. Explore a variety of materials [(pencils, pencils), to free draw and explore continuous line drawings. Develop hand-eye coordination through slow drawing and understand that an object can be explored through touch. Use and explore wax resistant techniques. 	<ul style="list-style-type: none"> Know that we can use loose, gestural brush marks to create expressive painting. Understand that expressive painting can be representational or more abstract. Understand that artists use impasto and sgraffito to give texture to the painting. Know that as artists we can sometimes use colour intuitively and in an exploratory manner. Use various home-made tools to apply paint in abstract patterns. Develop knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Explore the work of Van Gogh in a visual way. Use similar brush marks that they see in his paintings and capture the colours which stand out to them. Use and explore acrylic paint to create gestural paintings of The Great Fire of London. Explore colour and form by tearing and arranging coloured paper in their composition. 	<ul style="list-style-type: none"> Know that artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. Begin to think creatively and laterally, and practise dexterity skills by using a range of materials. Understand that making art can be playful and fun. That we can create things for other people to enjoy/use. Begin to test ideas by transforming a variety of objects while showing consideration for form and colour. Learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. Develop dexterity skills by cutting with simple tools and fastening materials together. Know that we can use our imagination to help us shape the world.
Theoretical Knowledge	<ul style="list-style-type: none"> Alice Fox is an English artist who is inspired by nature, using organic materials to explore sustainability. 	<ul style="list-style-type: none"> Vincent Van Gogh is an artist who paints in an abstract style. He has many famous paintings, such as sunflowers and starry night. 	<ul style="list-style-type: none"> Know that Chris Kenny's work can be used a source material to inspire idea generation. Chris Kenny works with materials he has found: pages from books, maps, old photographs and even twigs.





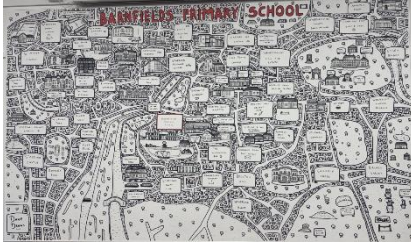
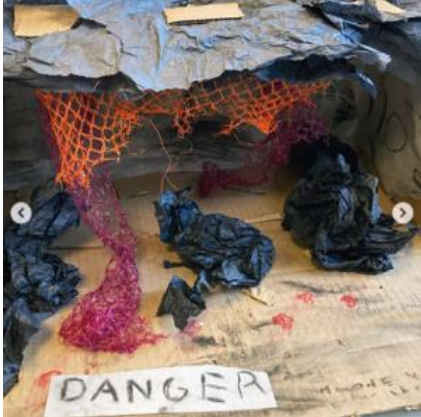
	<ul style="list-style-type: none"> • She uses found objects and gathered materials to create her artwork, usually surrounding the theme of nature. • Her work is very experimental as she explores the collaboration between object and artist. 	<ul style="list-style-type: none"> • He uses different techniques and brushstrokes to create his artwork. • He uses layers of paint and bold colours to create a block style of painting. • His work is influenced by Japanese wood block printing. 	<ul style="list-style-type: none"> • He transforms these materials to create fragile constructions which are thought provoking. • He creates stories/messages with his art, producing wonder and humour.
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Record their thoughts and feelings about their artwork and the artwork of artists. • Explore how to display work in a clear space and reflect on it, sharing what they like and what they would like to try again through peer discussion. • Explore thoughts and feelings verbally towards the work of Alice Fox, beginning to use visual language to justify and explain these thoughts. 	<ul style="list-style-type: none"> • Understand that we can enjoy, and respond to, the way paint and colour exist on the page. • Explore how the artwork of Vincent Van Gogh has been created and how they have created their own artwork. • Evaluation techniques can be used to help us reflect on our work, as well as the work of peers. • Begin to discuss what they like and what they would like to try again. • Explore feelings and opinions towards the work of Van Gogh, using visual language to explain and justify these thoughts. 	<ul style="list-style-type: none"> • Explore the artwork of Chris Kenny by examining how it has been created. • Explore feelings and opinions towards the work of Chris Kenny, using visual language to explain and justify these thoughts. • Use peer discussion to share what they like about their own artwork and what they would like to try again, thinking constructively.

Year 3			
	Cave Drawings 	Pop Art 	Plasticine Animals 
End outcome:	Use charcoal and pastels to create stone age style cave drawings of handprints and animals.	Use paint to create chocolate branding in the style of pop art.	Construct an animal using plasticine, taking inspiration from literature.
Inspiring Artists:	Heather Hansen	Andy Warhol	Rosie Hurley
Example Work:			 (literature inspiration to be chosen)
Practical Knowledge	<ul style="list-style-type: none"> Explore charcoal as a drawing material and the way it can be applied to paper. Know that when we draw we can use gestural marks to make work. Explore techniques such as smudging, erasing and using fingers as mark making tools. Discover the qualities of this material, opening up to the mark making possibilities. Explore how charcoal responds to various complementary materials. Experiment with mark making to create line, shape and tone, thinking about light and dark. Explore the term 'Chiaroscuro'. Consider tone, composition, texture, depth and gestural movements made by the body. Begin to respond to the space given, to create either large scale drawings using whole bodies or smaller scale using hands. Know that when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<ul style="list-style-type: none"> Understand that we can use shape and colour as a way to simplify elements of the world. Understand that shapes have both a positive and negative element. Know that we can arrange shapes to create exciting compositions. Explore a range of materials such as pens, crayons, pastels and paints to create bold colour blocks. Know that there are a variety of brush strokes and methods which can be used with paint, such as impasto, sgraffito, overlaying. Use both primary and secondary colours to explore complimentary colours (using colour mixing). Use the work of Andy Warhol to inspire their own pop art, choosing chocolate/sweet wrappers as the inspiration. Use repeated patterns with complimentary colours. 	<ul style="list-style-type: none"> Understand that we can take inspiration from other artforms, such as film and literature and make work in 3 dimensions in response. Explore how text can be translated into imagery using shape and line in 2D form before creating a 3D sculpture. Know that through making work in another medium we can make the work our own, re-interpreting and re-inventing. Know that we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. Explore the qualities of different materials and how these impact the end outcome. Display work in a clear space.
Theoretical Knowledge	<ul style="list-style-type: none"> Know that Heather Hansen is a performance artist based in the USA. 	<ul style="list-style-type: none"> Know that we can be inspired by key artworks and make our own work in creative response. 	<ul style="list-style-type: none"> Know that Rosie Hurley is a 3D illustrator, who is inspired by the works of others and uses model making to bring it to life.

	<ul style="list-style-type: none"> • She creates artwork using her body, in front of live audiences in real time. • She uses her body in a variety of ways to create marks and to explore the uses of charcoal. 	<ul style="list-style-type: none"> • Understand that Pop art was a movement in the 1950s used to challenge the style of fine art. • Artists used imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced objects. • Pop art uses bold and bright complimentary colours and repeated patterns. • Primary colours are popular in pop-art. • Complimentary colours are bold and clashing. • Andy Warhol was an American artist who created art in the style of pop art. • His work used a variety of media, including painting, sculpture, photography, and filmmaking. 	<ul style="list-style-type: none"> • When beginning her work, she always starts in 2D form with a sketchbook, to explore her initial ideas. • She uses a range of materials, such as polymer clay, to create her sculpture's. • Her creations are always small. • She uses photography to bring her creations to life.
Disciplinary Knowledge	<ul style="list-style-type: none"> • Explore the work of Heather Hansen and other artists, by comparing and contrasting. • Display work in a clear space and use peer discussion to evaluate work. 	<ul style="list-style-type: none"> • Begin to give useful feedback to peers through discussion, by evaluating work. • Explore the purpose of Andy Warhol's artworks and the message they convey to the audience. • Explore the purpose of the art which they have created and the message that it conveys. 	<ul style="list-style-type: none"> • Begin to reflect on their learning by sharing what they like and what they would like to try again through peer discussion. • Explore the work of Rosie Hurley and the messages behind it.







Year 4			
	Roman Tiles 	Comic Strips 	Still Life 
End outcome:	Use clay to create a Roman tile inspired by Gorgon's Head.	Use sequenced drawings to tell stories.	Create still life inspired paintings.
Inspiring Artists:	William De Morgan	Laura Carlin	Hilary Pecis and Nicole Dyer
Example Work:		 (Book/story/stimulus to be chosen)	 (theme to be chosen)
Practical Knowledge	<ul style="list-style-type: none"> Understand that sculptures are 3D forms and can be made from different materials Explore what can be seen in films/life by considering shape, colour, texture, pattern and composition whilst using a variety and combination of materials. Understand that we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. Understand that roman sculptures were created to show power and status for significant historical figures Explore how clay can change form by rolling, wedging/kneading, pinching, smoothing and hollowing Explore how lines, patterns and shapes can be applied to clay using different tools to cut and carve Understand that relief can be added securely to clay by scoring and fusing with slip. Know that we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. Understand that we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. 	<ul style="list-style-type: none"> Know that we can tell stories through drawing. Understand that some artists use a sequence of drawings to convey this. Explore how we can use text within our drawings to add meaning. Understand that simple words or phrases can be enough to do this. Know that we can sequence drawings to help viewers respond to our stories and understand how these build upon each other and tell a story. Understand that we can use line, shape, colour and composition to develop evocative and characterful imagery. To explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make drawings. To make decisions on which material works best for the story they are trying to tell. To draw from a still life scene, using drawings and text to create a richly illustrated narrative, within a single picture. 	<ul style="list-style-type: none"> Know that when artists make work in response to static objects around them it is called still life. Understand that still life has been a genre for many hundreds of years, and is it still relevant today. Know that when artists work with still life, they bring their own comments and meaning to the objects they portray. To know that we can use a variety of media to create still life (drawing, painting, collage) Know that we can use line, shape, colour, texture, and form to help us give meaning to our work. To explore composition, foreground, background, and negative space.

	<ul style="list-style-type: none"> Know that making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together. 		
Theoretical Knowledge	<ul style="list-style-type: none"> William de Morgan was a potter, tile designer and novelist from the 1800s. He explored thousands of innovative designs for tiles, vases and dishes, while exploring the technical aspects of the pottery industry. He was inspired by middle eastern artwork. His designs were bright, colourful and usually displayed some form of nature – flowers, leaves, animals. 	<ul style="list-style-type: none"> Laura Carlin is an illustrator. Her award-winning illustrations include book such as The Iron Man, The Promise and her solo project, A World of Your Own. She uses her illustrations to help tell these stories. 	<ul style="list-style-type: none"> Hilary Pecis is an American artist who makes paintings and drawings. She typically works in acrylic on canvas and captures the urban and natural landscapes of her home city as well as the interiors of different homes. Nicole Dyer is an American artist who paints and draws still life of everyday objects. She uses vibrant colours and a range of mixed-media. Dyer puts a twist on traditional still lifes, creating playful paintings of food arrangements with papier-mâché, collage techniques, and heavy impasto.
Disciplinary Knowledge	<ul style="list-style-type: none"> To evaluate the work of William De Morgan, through visual language and opinions. Explore how his work was seen in his time and today, discussing the similarities and differences between the two. Display work in a clear space and use peer discussion to give useful feedback and accept feedback on their own work. 	<ul style="list-style-type: none"> To evaluate the work of Laura Carlin, through visual language and opinions. Explore why her work has been created and the message she is trying to convey to her audience. To use peer discussion to share opinions and evaluate their own artwork. Explore the stories that have been told through peers work and evaluate the effectiveness of these. Give useful feedback to peers and dissect their own feedback to see what would be done differently next time. 	<ul style="list-style-type: none"> To evaluate the work of Hilary Pecis and Nicole Dyer, through visual language and opinions. Explore the similarities and differences between the two artists work. Give useful feedback to peers and accept feedback on their own work, to see what would be done differently next time.

Year 5			
	Drawing Portraits 	Painting Our Place: Landmark Artwork 	Set Design 
End outcome:	Produce a self-portrait in the style of Frida Kahlo, taking inspiration from the Mexican culture.	Produce a painted map-inspired artwork in the style of Dave Draws, taking inspiration from local or famous landmarks.	Create a model set for theatre or animation, inspired by film or music.
Inspiring Artists:	Frida Kahlo	Dave Draws	Fausto Melotti
Example work:		 (Picture to be updated once unit has been completed)	
Practical Knowledge	<ul style="list-style-type: none"> Understand the similarities and differences between portraits and self-portraits. Use portraits of peers, completed during varying time periods, to explore the genre, focusing on facial features. Explore how proportion and facial features can affect the overall outcome. Explore a variety of materials, such as HB and 2B pencils to sketch and colouring pencils. Explore how identity and personality can be portrayed within portraits, by exploring the work of artists. Explore the aspects of their own identity and personality they would like to convey in their work. Understand that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. Understand that people are the sum of lots of different experiences, and that through art we can explore our identity. Know that as viewers we can then “read” imagery made by other people, unpicking imagery, line, 	<ul style="list-style-type: none"> Begin by creating a simple drawn map layout or landscape structure, inspired by Dave Draws’ approach, to plan the placement of landmarks, shapes, and patterns before painting. Use sketchbooks to experiment, test ideas, and refine techniques, exploring possible compositions and painted effects before committing to a final piece. Select appropriate tools, brushes, and techniques for a desired effect, explaining the reasoning behind these choices. Mix and apply watercolour paint to achieve tints, tones, and shades, showing a secure understanding of how colour can be altered and manipulated. Use a range of brushes confidently to create controlled lines, precise details, and varied textures within painted work. Layer watercolour paint effectively, using underpainting, blocking-in, and overpainting to build depth and structure within a composition. Combine line, pattern, and shape using paint, adapting techniques inspired by artists such as Dave Draws to develop personal style. 	<ul style="list-style-type: none"> Know that designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). Understand that we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. Know that we can create our own “sets” to create models for theatre design, or backgrounds for an animation. Understand that we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. Know that work can be displayed in a gallery style to allow us to see what we like about our own and others work.

	<p>shape, colour to help us understand the experience of the artist.</p>	<ul style="list-style-type: none"> • Maintain increasing control over composition, planning and refining painted elements with clear intention throughout the process. 	
Theoretical Knowledge	<ul style="list-style-type: none"> • Frida Kahlo was a Mexican artist from the 1900s. • Her work explores the themes of identity, the human body and death. • It can be referred to as surrealism and portrays the pain she felt through her childhood. • Her work is often inspired by nature and has a nature element to it, relating to her Mexican culture. • A key element of her work is bright colours. 	<ul style="list-style-type: none"> • Know that Dave Draws is a freelance illustrator, mural artist and “serial map doodler” who creates large-scale and small-scale artworks. • Understand that Dave’s trademark is his doodle maps, which combine his unique doodle style with cartoonish illustrations to create maps of cities or specific areas. • Know that Dave selects well-known landmarks, illustrates them on his maps, and then surrounds them with his signature doodle patterns to create a sense of place. • Understand that Dave primarily uses POSCA paint markers and that his artwork is often black and white with selective splashes of colour for emphasis. • Know that Dave has created artwork for a range of clients, including Red Bull, Chanel, Nike, Marks & Spencer, and Barnfields Primary School, showing how artists work in different contexts. • Understand how artists, including Dave Draws, use line, shape, pattern, colour and contrast to communicate ideas and atmosphere in their work. • Know that colour choices (for example, warm/cool colours or limited palettes) can affect mood and impact within a painting. • Understand that composition and the arrangement of elements (roads, buildings, landmarks, patterns) can guide the viewer’s eye and create emphasis in an artwork. • Recognise that painting and drawing styles vary across artists, cultures and time periods, and that contemporary artists like Dave Draws work differently from more traditional painters. • Use appropriate art vocabulary (e.g. composition, contrast, pattern, landmark, tone, palette) to talk about their own work and the work of others. 	<ul style="list-style-type: none"> • Fausto Melotti is an Italian sculptor, painter and poet. • He is considered a pioneer of Italian art and is acknowledged for his unique contribution to the development of mid-century European Modernism. • His ceramics of the 1940s respond to the pain, trauma, and despair that crowded his thoughts in the aftermath of the Second World War. • He uses clay-fired ‘stages’, to frame a single moment, featuring miniature objects and figures. These are called his little theatres and they offer lively and fragmented narratives acting as theatrical portals.
Disciplinary Knowledge	<ul style="list-style-type: none"> • Explore the work of Frida Kahlo with a critical eye, taking inspiration from her artwork along the way. • Identify the message of identity given by Frida Kahlo and convey their own identity and personality in the work. • Display work in a clear space and reflect on the successes and things to try again, through peer discussion 	<ul style="list-style-type: none"> • Explore the work of Dave Draws with a critical eye, identifying features of his style and taking inspiration for their own artwork rather than simply copying. • Identify and discuss the messages or ideas Dave Draws might be trying to convey about place, identity and landmarks in his doodle maps. • Explore how others judge his artwork and consider different opinions and criteria that can be used to evaluate art. 	<ul style="list-style-type: none"> • To evaluate the work of Fausto Melotti using a critical eye, taking his art as inspiration for their own work. • Explore and identify the stories Melotti is trying to convey within his little theatres. • Explore how his artwork has been judged previously and the ways we can evaluate it. • Display work in a gallery style and share what they like about their own work and the work of others.

		<ul style="list-style-type: none">• Display their own work in a gallery-style setting and talk about what they like in their own work and the work of others, giving reasons for their views.• Ask questions about the purpose, audience and context of artworks, including their own and Dave's, to deepen understanding of why artworks are made.• Make personal creative decisions in their paintings (such as choice of landmarks, colours and patterns) and justify these choices based on what they want to communicate.• Use sketchbooks to investigate and refine ideas over time, experimenting with layouts, patterns and colour before committing to a final piece.• Reflect critically on their work and the work of peers, identifying strengths, areas for development and possible next steps.• Recognise that art is a process of exploration, experimentation and problem-solving, and that there is no single "correct" outcome.• Work with increasing independence, adapting their ideas when something does not work as expected and showing resilience in improving their painting.	
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	2D Drawing to 3D Making 	Shadow Puppets 	Activism 
End outcome:	Produce a 2-D drawing of a soldier and transform it into a 3-D object.	Use a variety of different materials to create shadow puppets to represent the world at war.	Explore how art is used to express opinions, ideas and feelings.
Inspiring Artists:	Lubaina Himid	Lotte Reiniger	Luba Lukova and Shepard Fairey
Example work:	 <p>(to be updated with our soldier work)</p>	 <p>(to be updated with our world at war work)</p>	
Practical Knowledge	<ul style="list-style-type: none"> • Understand that artists can paint on wood to create flat, standing images which viewers can walk amongst. • Understand the idea of “flat yet sculptural” artwork. • Use paper as a collage material and use methods of construction to transform paper into sculptures. • Know that drawing and making have a close relationship. • Understand that drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. • Know that when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • Know that we can use methods such as the grid method and looking at negative space to help us draw. • Explore that there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<ul style="list-style-type: none"> • Know that there are many traditions of using intricate cut-outs as shadow puppets to narrate archetypal stories. • Know that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. • Understand that we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. • Understand and show that we can work in collaboration with others to make a shared experience. • Know that paper can be cut and shaped to create shadow puppets. • Know that joining techniques such as split pins can be used to make puppets move and support sticks can be used as a method to move these. • Know that we can work towards creating puppets for a performance following a narrative, or make standalone puppets. 	<ul style="list-style-type: none"> • Know that artists can use art as a way to express their opinions, using their skills to speak for sectors of society. • Understand that artists acting as activists often use print because it allows them to duplicate and distribute their message. • Understand that a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. • Know that through art as activism we can come together. • Begin to use art as a way of expressing their own thoughts, feelings and voice. • Know that we can use a variety of mixed media to create activist artwork (paint, collage, pens, print).

<p>Theoretical Knowledge</p>	<ul style="list-style-type: none"> Lubaina Himid is a British painter who has dedicated her thirty-year-long career to uncovering marginalised and silenced histories, figures, and cultural moments. She creates paintings, drawings, prints and installations. She paints on a variety of surfaces, including ceramic and wood, often producing objects with performative potential intended to be encountered in a space. Her work addresses her heritage and is used to create a conversation with her audience. 	<ul style="list-style-type: none"> Lotte Reiniger was a German animation pioneer in the early 20th Century. Her work focused on silhouette animation and she made over 40 films throughout her lifetime. Reiniger invented the first multi-plane camera, an invention which Walt Disney would later go on to adapt and patent for himself. Reiniger enjoyed retelling fairy tales through silhouette animation. Her influence can still be seen today in more recent films, such as in the credits of the 2004 film 'A Series of Unfortunate events' or in the 'Tale of three Brothers' in Harry Potter and The Deathly Hallows part 1. 	<ul style="list-style-type: none"> Luba Lukova is an American visual artist known for her thought-provoking images and expressive poster design. Her work addresses essential themes of humanity and injustice worldwide, helping viewers develop an empathetic understanding of social and cultural issues through indelible metaphors and an economy of line, colour, and text. Shepard Fairey is an American contemporary artist, activist and founder of OBEY Clothing. He is part of the street art movement. Fairey blurs the boundary between traditional and commercial art through type and image, communicating via prints, murals, stickers, and posters in public spaces.
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> To compare and contrast the work of a range of artists, taking inspiration for their own work. Explore the messages conveyed by the artists. Display work in a clear space as a gallery and evaluate the likes and dislikes of peer's work. Use peer discussion to give feedback and opinions. 	<ul style="list-style-type: none"> To evaluate the work of Lotte Reiniger, through visual language and opinions. Explore why her work has been created and the message she is trying to convey to her audience. Explore how her work has been judged. Discuss how her work is seen as art and not just performance pieces. To use peer discussion to share opinions and evaluate their own artwork. Give useful feedback to peers and dissect their own feedback to see what would be done differently next time. 	<ul style="list-style-type: none"> To compare and contrast the work of different artists, taking inspiration throughout the process. To explore the messages behind Luba Lukova and Shepherd Fairey's work and how they have conveyed this to the audience. Explore how their work has been judged and critiqued previously. To use peer discussion to share opinions and evaluate their own artwork. Give useful feedback to peers and dissect their own feedback to see what would be done differently next time.