

# Access Art



## **AccessArt Progression (Skills and Knowledge) for Primary Schools Years 1 to 6**

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

May 2022

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

| Year 2  | Purple = Substantive Knowledge   |   | Green = Implicit Knowledge / Skills   |  | www.accessart.org.uk   |
|---|--|---|---|--|--|
| Drawing   | Sketchbooks  | Painting  | Collage   | Making   | Purpose/Visual Literacy/Articulation   |
| <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></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. <a href="#">Explore &amp; Draw</a></p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw Music &amp; Art</a></p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition. <a href="#">Explore &amp; Draw Music &amp; Art</a></p> <p>Make drawings inspired by sound. <a href="#">Music &amp; Art</a></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. <a href="#">All Pathways for Year 2</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. <a href="#">Explore &amp; Draw Explore Through Monoprint Be an Architect Music &amp; Art</a></p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw</a></p> <p>Explore colour and colour mixing. <a href="#">Expressive Painting Music &amp; Art</a></p> <p>Make visual notes about artists studied. <a href="#">Explore &amp; Draw Music &amp; Art</a></p> | <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a></p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a></p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting Music &amp; Art</a></p> <p>Understand the concept of still life. <a href="#">Expressive Painting</a></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. <a href="#">Expressive Painting</a></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. <a href="#">Expressive Painting</a></p> | <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></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. <a href="#">Explore &amp; Draw</a></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw Music &amp; Art</a></p> | <p>Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Music &amp; Art</a></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. <a href="#">Music &amp; Art</a></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. <a href="#">All Pathways for Year 2</a></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 &amp; perspective. <a href="#">All Pathways for Year 2</a></p> |

| Year 3   | Purple = Substantive Knowledge   | Green = Implicit Knowledge / Skills  | www.accessart.org.uk   |  |  |
|--|--|--|--|--|--|
| Drawing  | Sketchbooks  | 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. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move.</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. <a href="#">Animated Drawings</a></p> | <p>Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a></p> <p>Understand that the way each persons’ sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a></p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a></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. <a href="#">Gestural Drawing with Charcoal Working with Shape &amp; Colour</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal Working with Shape &amp; Colour Animated Drawings</a></p> <p>Brainstorm animation ideas. <a href="#">Working with Shape &amp; Colour Animated Drawings</a></p> | <p>Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a></p> <p>Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a></p> <p>Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a></p> <hr/> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). <a href="#">Telling Stories</a></p> <p>Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint</a></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. <a href="#">Cloth, Thread, Paint</a></p> | <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Working with Shape &amp; Colour</a></p> <hr/> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. <a href="#">Working with Shape &amp; Colour</a></p> | <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p> <p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p> <p>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></p> <hr/> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. <a href="#">Animated Drawings</a></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. <a href="#">All Pathways for Year 3</a></p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></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. <a href="#">Storytelling Through Drawing</a></p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. <a href="#">Exploring Pattern</a></p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. <a href="#">Exploring Pattern</a></p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. <a href="#">Exploring Pattern</a></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. <a href="#">Storytelling Through Drawing</a></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. <a href="#">Storytelling Through Drawing</a></p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. <a href="#">Exploring Pattern</a></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. <a href="#">Storytelling Through Drawing</a></p> | <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a></p> <p>Use sketchbooks to:</p> <p>Practise drawing skills. <a href="#">Storytelling Through Drawing Exploring Pattern Festival Feasts</a></p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing Sculpture &amp; Structure Festival Feasts</a></p> <p>Test and experiment with materials. <a href="#">Storytelling Through Drawing Exploring Pattern Festival Feasts</a></p> <p>Brainstorm pattern, colour, line and shape. <a href="#">Exploring Pattern Festival Feasts</a></p> <p>Brainstorm and explore ideas relating to performance art. <a href="#">Art of Display</a></p> <p>Reflect. <a href="#">Storytelling Through Drawing Exploring Pattern Exploring Still Life Festival Feasts</a></p> | <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a></p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a></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. <a href="#">Festival Feasts</a></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. <a href="#">Festival Feasts</a></p> <p>To combine modelling with construction using mixed media and painting to create sculpture. <a href="#">Festival Feasts</a></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. <a href="#">All Pathways for Year 4</a></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 &amp; perspective. <a href="#">All Pathways for Year 4</a></p> |

| Year 5   | Purple = Substantive Knowledge   | Green = Implicit Knowledge / Skills   | www.accessart.org.uk   |   |
|--|--|---|--|---|
| Drawing  | Sketchbooks  | Painting  | Making   | Purpose/Visual Literacy/Articulation  |
| <p>Understand that designers create fonts and work with <a href="#">Typography</a>. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></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”). <a href="#">Set Design</a></p> | <p>Use sketchbooks to:</p> <p>Explore mark making. <a href="#">Typography &amp; Maps Set Design</a></p> <p>Brainstorm ideas generated when reading poetry or prose. <a href="#">Set Design</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps</a></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. <a href="#">Set Design</a></p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media Landscapes</a></p> | <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <a href="#">Mixed Media Landscapes</a></p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></p> | <p>Understand that set designers can design/make sets for theatres or for animations. <a href="#">Set Design</a></p> <p>Understand that designers often create scaled models to test and share ideas with others. <a href="#">Set Design</a></p> <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. <a href="#">Set Design</a></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <a href="#">Set Design</a></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. <a href="#">All Pathways for Year 5</a></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 &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></p> |

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|---|--|--|---|---|
| Drawing   | Sketchbooks  | 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. <a href="#">2D to 2D</a></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 2D</a></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 2D</a></p> <p>Explore using negative and positive space to “see” and draw a simple element/object. <a href="#">2D to 2D</a></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 2D</a></p> <p>Use collage to add tonal marks to the “flat image”. <a href="#">2D to 2D</a></p> | <p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <a href="#">2D to 2D Activism</a></p> <p>Using the grid method to scale up an image. <a href="#">2D to 2D</a></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? <a href="#">Exploring Identity</a></p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Brave Colour</a></p> <p>Explore combinations and layering of media. <a href="#">Exploring Identity</a></p> <p>Develop Mark Making <a href="#">2D to 2D Exploring Identity</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">2D to 2D Exploring Identity Brave Colour</a></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. <a href="#">Exploring Identity</a></p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Exploring Identity</a></p> | <p>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. <a href="#">Brave Colour</a></p> <p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Exploring Identity Take a Seat</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Brave Colour Exploring Identity</a></p> <p>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.” <a href="#">Brave Colour</a></p> <p>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. <a href="#">Brave Colour</a></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. <a href="#">All Pathways for Year 6</a></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 &amp; perspective. <a href="#">All Pathways for Year 6</a></p> |