



## ***Creativity, Curiosity, Caring***

### Art and Design Curriculum Sequence

<b>Intent – Our Rationale</b>	<p>At Aboyne Lodge, we have designed a curriculum for the arts with the intent that our children will, from the early years, develop a sense of creativity, self-expression and high attainment. We believe that 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 understand how art and design has shaped our history and contributed to our culture.</p> <p>At Aboyne Lodge we employ a split art curriculum, which is based on the Access Art scheme. Each class will complete one unit per term, alternating each half term with Design and Technology. To ensure that the children are covering a wide range of skills and meeting national curriculum standards, the curriculum has been organised into three principle areas: drawing and sketchbooks; surface and colour; and working in three dimensions. The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. Within each unit, basic skills are introduced then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are revisited and the use of ongoing sketchbook work underpins this process. The consistent use of children’s sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Artists have also been mapped out in order to inspire our projects and ensure that a range of ethnicities, genders, cultures and eras are covered.</p>
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#### Curriculum Drivers

Sustainability	Cultural Diversity	Growth Mindset	Oracy
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#### Developing ideas



At the end of each year pupils will:	EYFS	KS1	Lks2	UKs2
<b>Topic area (artists/style)</b>		Recording ideas in a sketchbook	Exploring the use of a sketchbook	Developing the use of a sketchbook
<b>Know</b>	<ul style="list-style-type: none"> <li>- That they can experiment and produce art.</li> </ul>	<ul style="list-style-type: none"> <li>- That ideas are developed through processes.</li> <li>- That mistakes and improvements are part of a process.</li> <li>- Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</li> <li>- Understand that the way each persons' sketchbook looks is unique to them.</li> </ul>	<ul style="list-style-type: none"> <li>- That ideas are developed through processes.</li> <li>- That sketchbooks can record the process</li> <li>- Peer and teacher feedback helps to improve and develop our ideas.</li> <li>- Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>- Understand that the way each persons' sketchbook looks is unique to them.</li> </ul>	<ul style="list-style-type: none"> <li>- That sketchbooks can be used for a variety of purposes.</li> <li>- That sketchbooks are a vehicle to document their creative journey.</li> <li>- That feedback and reflection helps use to improve our work.</li> </ul>
<b>Be able to</b>	<ul style="list-style-type: none"> <li>- <b>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> <li>- Look and talk about what they have produced.</li> <li>- Describe what they have used and their technique.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>To produce creative work, exploring ideas and recording experiences.</b></li> <li>- Use a sketchbook to record their experiments and exploration of mark making.</li> <li>- Explore ideas and collect information</li> <li>- Try different materials and methods.</li> <li>- To plan and develop an idea.</li> <li>- Respond positively to their work (verbally).</li> <li>- Make simple annotations with words.</li> <li>- Make visual notes about artists studied.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></li> <li>- <b>To create sketchbooks to record their observations and use them to revisit and review ideas.</b></li> <li>- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>- Begin to explore different ways to present their ideas in a sketchbook.</li> <li>- Record ideas and annotate with simple words and sentences.</li> <li>- Make notes in a sketchbook about techniques used by artists.</li> <li>- Explore ideas from first hand observations.</li> <li>- Explore a range of materials and methods and reflect on them.</li> <li>- Adapt and refine ideas.</li> <li>- To give and receive feedback.</li> <li>- To evaluate in writing.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></li> <li>- <b>To create sketchbooks to record their observations and use them to review and revisit ideas.</b></li> <li>- To become independent in the design of their sketchbook as a tool to record their learning journey.</li> <li>- Research ideas, gain inspiration and try our different techniques.</li> <li>- Adapt work as and when necessary and explain why.</li> <li>- Annotate work in books with sentences and paragraph. Identify key vocabulary to use.</li> <li>- Think critically about their art.</li> <li>- Use digital technology as a source of developing ideas.</li> <li>- Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>
<b>Understand this Vocabulary</b>	Mark, line, colour, shape, design.	Work, work of art, idea, starting point, observe, focus, design, improve.	Line, pattern, texture, form, record, detail, question, observe, refine, explore, improve.	Sketchbook, develop, refine, texture, shape, form, pattern, structure, detail, question, observe, explore, technique, effect, medium.



		Drawing					
At the end of each year pupils will:	EYFS	KS1		LKS2		UKS2	
Topic area (artists/style)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Know</b>	That marks can be made with different tools.	That different materials and surfaces create different effects. Understand drawing is a physical activity. <a href="#">Spirals</a>	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>  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>	To know that different materials and surfaces create different effects.  To know that effects can be made through tone, texture, light and shadow.  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>  Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a>  Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a>	To know that different materials and surfaces create different effects.  To know that effects can be made through tone, texture, light and shadow.  Understand that artists and illustrators interpret narrative texts and create sequenced drawings <a href="#">Storytelling Through Drawing</a>	That drawing is a skill that is needed to develop ideas and creative processes.  To know that different materials, surfaces and techniques can be used. To know that this has an effect on the art. Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a>  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>	That drawing is a skill that is needed to develop ideas and creative processes.  To know that different materials, surfaces and techniques can be used. To know that this has an effect on the art.  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>  Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 2D</a>  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>
<b>Be able to do</b>	- Enjoy using graphic tools; fingers, hands, objects, chalk, paint, pens and pencils.	<b>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</b> - Draw lines of varying thicknesses. To begin to understand tone through the		<b>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing with a range of materials.</b>		<b>To become proficient in drawing techniques. To improve their mastery of art and design techniques,</b>	<b>To become proficient in drawing techniques. To improve their mastery of art and design techniques,</b>



	<ul style="list-style-type: none"> <li>- Use and begin to control a range of media.</li> <li>- Draw on different surfaces and paper.</li> <li>- Produce lines of different thicknesses and tone using a pencil.</li> <li>- Start to produce different patterns and textures from observations, imagination and illustration.</li> </ul>	<p>use of different grades of pencils (HB, 2B, 4B)</p> <ul style="list-style-type: none"> <li>- Use dots and lines to demonstrate pattern and texture.</li> <li>- Use stippling, scribbling, and blending to create light and dark lines.</li> </ul> <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="#">Flora &amp; Fauna</a></p> <ul style="list-style-type: none"> <li>- Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <a href="#">Flora &amp; Fauna</a></li> </ul> <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> <ul style="list-style-type: none"> <li>- 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></li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with showing line, tone and texture with different hardness of pencils.</li> <li>- Explore a variety of drawing tools.</li> <li>- To begin to use shading techniques to show light and shadow effects (hatch, cross hatch, contour, cross contour, circles, stippling)</li> <li>- Use different materials to draw (pastels, chalk, charcoal, felt tips, pens)</li> <li>- Show an awareness of space when drawing.</li> <li>- Use key vocabulary in their annotations.</li> </ul> <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>Develop mark making skills by deconstructing the work of artists.</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><b>including drawing with a range of materials.</b></p> <p>-To be confident in using a variety of techniques; show line, tone and texture with different hardness of pencils; hatching and cross-hatching, contour, cross contour, circles, stippling, shading shadows.</p> <p>-To depict movement, reflection, 3D and perspective in drawing.</p> <p>-To develop an awareness of composition, scale and proportions in their drawings.</p> <p>Use a variety of tools and select the most appropriate</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>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</p>	<p><b>including drawing with a range of materials.</b></p> <p>-To be confident in using a variety of techniques; show line, tone and texture with different hardness of pencils; hatching and cross-hatching, contour, cross contour, circles, stippling, shading shadows.</p> <p>-To depict movement, reflection, 3D and perspective in drawing.</p> <p>-To develop an awareness of composition, scale and proportions in their drawings.</p> <p>Use a variety of tools and select the most appropriate</p> <p>-Use a variety of tools and select the most appropriate.</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>
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				of paper. <a href="#">Typography &amp; Maps</a>  -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>
<b>Understand this Vocabulary</b>		Portrait, self-portrait, line drawing, detail, landscape, pastels, drawings, line, bold, size, shape, space, shade, thick, thin, stippling.	Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, composition, proportion, chiaroscuro (y3), mark making, observation, experiment.	Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, perspective, two point/three-point perspective, foreground, background, hatching, cross hatching, proportion, focal point, horizon.

Painting							
At the end of each year pupils will:	EYFS	KS1		LKS2		UKS2	
Topic area (artists/style)							
<b>Know</b>	The names of the primary colours. That we can make mark with a variety of tools.	To know the names of the primary and secondary colours. To know that by mixing primary colours, secondary colours are made. To know that different tools make different marks.	To know the names of the primary and secondary colours. To know that by mixing primary colours, secondary colours are made.  <i>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a></i>  <i>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></i>	To know the primary and secondary colours.  To know that by mixing primary colours, secondary colours are made.  To know that colour can be used for effect and mood.	To know the primary and secondary colours.  To know that by mixing primary colours, secondary colours are made.  To know that colour can be used for effect and mood.  <i>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a></i>	To know the primary and secondary colours. To know that by mixing primary colours, secondary colours are made. To know that colour can be used for effect and mood.  <i>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</i>	To know the primary and secondary colours. To know that by mixing primary colours, secondary colours are made. To know that colour can be used for effect and mood.



			<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>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a></p>	<p>this. <a href="#">Mixed Media Landscapes</a></p>	
<b>Be able to do</b>	<ul style="list-style-type: none"> <li>- Enjoy using a variety of tools including different size/size brushes and tools (sponge, brushes, fingers, twigs, bubble wrap).</li> <li>- Mix and match colours to objects and pictures.</li> <li>- Explore working with paint on different surfaces.</li> </ul>	<p><b>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</b></p> <ul style="list-style-type: none"> <li>- Name primary and secondary colours and explain the colour wheel.</li> <li>- Be able to mix all secondary colours using primary colours confidently.</li> <li>- Experiment with different brushes, brushstrokes and tools.</li> <li>- To make tints and shades using white and black.</li> <li>- Show control in mark making with a range of media.</li> </ul>	<p><b>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</b></p> <ul style="list-style-type: none"> <li>- Name primary and secondary colours and explain the colour wheel.</li> <li>- Be able to mix all secondary colours using primary colours confidently.</li> <li>- Experiment with different brushes, brushstrokes and tools.</li> <li>- To make tints and shades using white and black.</li> <li>- Show control in mark making with a range of media.</li> </ul> <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</p>	<p><b>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</b></p> <p>Use varied brush techniques to create shapes, textures, patterns and lines; blocking in colour, washes, thickened paint, direction of strokes.</p> <p>Mix colours, shades and tones effectively and with increasing confidence using the correct language; tint, shade, primary, secondary.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Create different textures and effects with paints.</p>	<p><b>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</b></p> <p>Use varied brush techniques to create shapes, textures, patterns and lines; blocking in colour, washes, thickened paint, direction of strokes.</p> <p>Mix colours, shades and tones effectively and with increasing confidence using the correct language; tint, shade, primary, secondary.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Create different textures and effects with paints.</p> <p>To explore colour (and colour mixing), line, shape, pattern</p>	<p><b>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</b></p> <p>Confidently control types of marks made and experiment with different effects and textures.</p> <p>Use colours to represent light and atmospheres.</p> <p>Mix colour shades and tones with confidence, building on previous learning.</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,</p>	<p><b>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</b></p> <p>Confidently control types of marks made and experiment with different effects and textures.</p> <p>Use colours to represent light and atmosphere.</p> <p>Mix colour shades and tones with confidence, building on previous learning.</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</p>



			the focus for an abstract still life painting using gestural marks using skills learnt above. <a href="#">Expressive Painting</a>		and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a>  To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). <a href="#">Exploring Still Life</a>  Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a>	movement and energy. <a href="#">Mixed Media Landscapes</a>	methods will best help you explore. <a href="#">Exploring Identity</a>
<b>Understand this Vocabulary</b>	Mark making, tools, colours, pattern, shape.	Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, wash, sweep, dab, bold. Acrylic paint, watercolour paint, inks.		Colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco		Blend, mix, line, tone, shape, abstract, absorb	

	3D Forms						
At the end of each year pupils will:	EYFS	KS1		LKS1		UKS2	
Topic area (artists/style)							
Know	That objects can be used for construction. That some media is malleable into different shapes.	That materials can be used for sculpting, constructing and joining.  <a href="#">Understand that sculpture is the name sometimes given for</a>	That materials can be used for sculpting, constructing and joining.	That materials can be used for sculpting, constructing and joining. That the way in which you construct affects how stable the structure is.	That materials can be used for sculpting, constructing and joining. That the way in which you construct affects how stable the structure is.	That materials can be used for sculpting, constructing and joining. That the way in which you construct affects how stable the structure is.	That materials can be used for sculpting, constructing and joining. That the way in which you construct affects how stable the structure is.



		<p>artwork which exists in three dimensions. <a href="#">Playful Making</a></p> <p>Understand the meaning of “Design through Making” <a href="#">Playful Making</a></p>		<p>That 3D forms can be expressive. That objects have a third dimension and perspective.</p> <p>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></p>	<p>That 3D forms can be expressive. That objects have a third dimension and perspective.</p> <p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. <a href="#">Art of Display</a></p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. <a href="#">Art of Display</a></p> <p>To understand that sometimes people themselves can be the object, as in performance art. <a href="#">Art of Display</a></p>	<p>That 3D forms can be expressive.</p> <p>That objects have a third dimension and perspective.</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>That 3D forms can be expressive.</p> <p>That objects have a third dimension and perspective.</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</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Exploring Identity</a></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. <a href="#">Shadow Puppets</a></p>
<b>Be able to do</b>	<p>Enjoy using a variety of malleable media such as clay, paper mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/sculpture using a variety of objects eg: recycled, natural and man-made materials.</p>	<p><b>To become proficient in sculpting techniques. To use sculpture to develop and share ideas, experiences and imagination.</b></p> <p>Experiment with a variety of malleable materials such as clay, paper-mache, salt dough, Modroc. Use this in a realistic and imaginary way.</p> <p>Continue to manipulate malleable materials in a variety of ways including</p>	<p><b>To become proficient in sculpting techniques. To use sculpture to develop and share ideas, experiences and imagination.</b></p> <p>Experiment with a variety of malleable materials such as clay, paper-mache, salt dough, Modroc. Use this in a realistic and imaginary way.</p> <p>Continue to manipulate malleable materials in a variety of ways including</p>	<p><b>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</b></p> <p>Cut, make and combine shapes to create recognisable forms.</p> <p>Add materials to 3D forms to add detail.</p> <p>Use a sketchbook to plan, collect and develop ideas, record</p>	<p><b>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</b></p> <p>Cut, make and combine shapes to create recognisable forms.</p> <p>Add materials to 3D forms to add detail.</p> <p>Use a sketchbook to plan, collect and develop ideas, record</p>	<p><b>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</b></p> <p>Plan and design a structure.</p> <p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using</p>	<p><b>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</b></p> <p>Plan and design a structure.</p> <p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using</p>



		<p>rolling, pinching, kneading.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Use a variety of shapes, including lines and textures.</p> <p>Use a combination of two or more materials to make sculpture. <a href="#">Playful Making</a></p> <p>Use construction methods to build. <a href="#">Playful Making</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Playful Making</a></p>	<p>rolling, pinching, kneading.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Use a variety of shapes, including lines and textures.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Music &amp; Art</a></p>	<p>explorations and try out ideas.</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>explorations and try out ideas.</p> <p>Use materials other than clay to create a 3D sculpture and practice joining techniques: pinch, slab, coil, slip.</p> <p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. <a href="#">Art of Display</a></p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. <a href="#">Art of Display</a></p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. <a href="#">Art of Display</a></p>	<p>wire, coils, slabs and slips.</p> <p>Explore ways of finishing work: glaze, paint, polish.</p> <p>Experience relief and free-standing work using a range of media.</p> <p>Use recycled, natural and man-made materials to create sculptures.</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>wire, coils, slabs and slips.</p> <p>Explore ways of finishing work: glaze, paint, polish.</p> <p>Experience relief and free-standing work using a range of media.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a></p>
<b>Understand this Vocabulary</b>	Build, join, sculpt, shape, pattern.	Sculpture, statue, model, work, 3D, land art, sculptor, carving, installation, shapes, materials, abstract, geometric.		Rectangular, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, pinch, slab, coil, slip, wrapping, loop, bend.		Form, structure, texture, shape, mark, soft, join, cast, pinch, slab, coil, slip, wrapping, loop, bend.	

Collage						
At the end of each year pupils will:	EYFS	KS1		LKS2	Year 5	Year 6
<b>Know</b>	That materials can be cut and glued to create a new image.	That a variety of media can be used to create a new image.	That a variety of media can be used to create a new image.	That a variety of media can be sorted and arranged to create an effect.		



		<p>Understand collage is the art of using elements of paper to make images. <a href="#">Flora &amp; Fauna</a></p> <p>Understand we can create our own papers with which to collage. <a href="#">Flora &amp; Fauna</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>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Working with Shape &amp; Colour</a></p>			
<b>Be able to do</b>	<ul style="list-style-type: none"> <li>- Handle, manipulate and enjoy using materials.</li> <li>- Create simple collages using a range of natural and manmade objects.</li> <li>- Select, sort, tear and glue down items to create a simple collage.</li> </ul>	<p><b>To become proficient in other art, craft and design techniques.</b>  <b>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</b></p> <ul style="list-style-type: none"> <li>-Make collages using a range of large and small objects.</li> <li>- Sort and arrange materials for collage according to different qualities e.g warm/ cold colours, shiny/ matt materials etc.</li> <li>-Explore wide and narrow, horizontal and vertical strips.</li> </ul> <p>Collage with painted papers exploring colour, shape and composition. <a href="#">Flora &amp; Fauna</a></p>	<p><b>To become proficient in other art, craft and design techniques.</b>  <b>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</b></p> <ul style="list-style-type: none"> <li>-Make collages using a range of large and small objects.</li> <li>- Sort and arrange materials for collage according to different qualities e.g warm/ cold colours, shiny/ matt materials etc.</li> <li>-Explore wide and narrow, horizontal and vertical strips.</li> </ul> <p>Use the observational drawings made 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><b>To improve their mastery of art and design techniques with a range of materials.</b></p> <ul style="list-style-type: none"> <li>- Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea.</li> <li>- Use adhesives to select and place cut and torn shapes onto a surface to convey an idea.</li> <li>- In collage, develop skills in overlapping and overlaying to create effects.</li> <li>- Use scissors to cut complex shapes. Explore cutting skills through paper collage, low relief, fabric collage etc.</li> <li>- Apply glue accurately</li> </ul> <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</p>			



			Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw Music &amp; Art</a>	composition. <a href="#">Working with Shape &amp; Colour</a>			
<b>Understand this Vocabulary</b>	Colour, bumpy, smooth, shiny, dull, light, dark, big, small.	Collage, squares, gapes, mosaic, features, cut, place, arrange.	Texture, shape, form, pattern, mosaic.				

**Bold: National Curriculum**

**Coloured: AccessArt objectives linked to the units.**

