

Being an Artist at Tanners Brook Primary School

EYFS – The foundations of becoming an Artist

The foundations of Art learning and understanding starts in the Early Years through many of the Early Learning Goals (ELG), most suitably Creating with Materials, under the area of learning Expressive Arts and Design. Reaching this goal can be demonstrated in many learning opportunities but it is likely to see:

- Children using their mark making and drawings to show their emotions
- Exploration of colour and colour mixing
- Exploration of different paint types such as watercolour, ready-mix and powder
- Child-led explanations about their creations and how they have made them
- Learning of different artists and their work
- Exploration of patterns, textures and using natural materials in transient art
- Using a range of tools such as scissors and paint brushes to develop fine motor skills (Physical Development – Fine Motor Skills ELG)

These foundations will support our children when they start to learn the National Curriculum for Art in KS1.

KS1 National Curriculum

Being an Artist

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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 National Curriculum

Being an Artist

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Early Years	Area of Learning – Expressive Arts and Design Development Matters Ages 3 and 4 Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Area of Learning- Physical Development Development Matter Ages 3 and 4 Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.			Area of Learning – Expressive Arts and Design Development Matters Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Area of Learning- Physical Development Development Matter Ages 3 and 4 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		
				Area of Learning- Expressive Arts and Design and Physical Development Fine Motor Development Matters Early Learning Goals Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.		
Teacher Led	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
What can we see?		Observing shapes (Maths)			Observational drawing plants and bugs	
How can we explore colour?	The Colour Monster (Lit) Sorting colours (Maths) Decorating Monsters Leaf rubbings Printing with leaves, Potatoes and making patterns.	Primary colours	Colour Mixing			
How can we build worlds?			Making props for play	Under the sea in a shoe box	Making bug hotels	Junk Model Rockets 3D shapes
How can we explore materials and marks?	Painting pebbles as elephants and Elmer Leaf rubbings Autumn collage Printing with pinecones.	Winter pictures, white on black.		Exploring feelings through art and music.		Junk Model Rockets 3D shapes

How can we explore 3D materials?			Access Art unit to be added Spring 1 or 2	Access Art unit to be added Spring 1 or 2	Making bug hotels	
How can we use our bodies to make Art?		Handprint Robins		Handprint flowers for Mothers Day Exploring feelings through art and music.	Access Art unit to be added for Summer 1 or 2	Access Art unit to be added for Summer 1 or 2
How can we use our imaginations?	Access Art unit to be added Autumn 1 or 2	Access Art unit to be added Autumn 1 or 2	Troll collage Making props for play	Exploring feelings through art and music.		Making aliens
Year One Curriculum Content Criteria	A Year One Artist: <ol style="list-style-type: none"> 1. That drawing is a physical and emotional activity. That when we draw, we can move our whole body. 2. 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. 3. That we can draw from observation or imagination. 4. That we can use colour to help our drawings engage others. 5. That artists can be inspired by the flora and fauna around them. 6. That we can use careful looking to help our drawing, and use drawing to help looking. 7. That we can use a variety of materials to make images, and that the images we make can become imaginative. 8. That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. 9. That there is a relationship between drawing & making – we can transform 2d to 3d. 10. That we can use observational drawing and experimental mark-making together to make art. 11. That we can work from similar stimulus or starting point but end up with very different individual results. 12. That the individual results can then be brought together to make a whole artwork. 					
Year One Units of Study	Spirals <i>(Drawing and sketchbooks)</i> Knowledge and context: 1,2,3,4 Skills: To create drawings using your wrists elbow, shoulders, hips. To make different marks with different drawing tools and materials. To share how I feel about the work of my own and other artists. To make choices about which colours I'd like to use in my drawings.	Clay skills <i>(fine motor)</i> Knowledge and context: To know how to shape and add texture to clay. To know that when clay dries it hardens. Skills: I can make different shapes with clay. I can make a pinch pot. I can add texture to the pot. Enhancements:	Making birds <i>(Working in 3 dimensions)</i> Knowledge and context: 9,10,11,12 Skills: I can draw from photos, films and life, looking closely. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings and mix two or more different media together. I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.	Painting skills <i>Transforming Objects</i> Knowledge and context: To know that colours can be mixed to create new colours. To know that white can be added to colours to lighten the colour. That objects can be transformed by adding colour and marks. Skills: To mix colours to make a desired colour. To use tools to create different effects. Enhancements:	Flora and Fauna <i>(Surface and colour)</i> Knowledge and context: 5,6,7,8 Skills: I can find pleasure in looking at art made by other artists inspired by flora and fauna, including 'The Very Hungry Caterpillar', made by Eric Carle. I can look closely at insects and plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own insects.	Drawing skills <i>(Feely Drawings. Drawing small)</i> Knowledge and context: To know that we can create small drawings using different materials. To know that we don't have to see something to be able to draw it. Skills: I can use marks to show the texture that I can feel. I can draw quick and small using different types of mark making tools. Enhancements:

	<p>To draw from observation for a few minutes at a time.</p> <p>Enhancements:</p>		<p>I can use a variety of materials to techniques to fold, tear, crumple and collage paper to transform an idea from 2d to 3d.</p> <p>I can see how my sculpture can be part of a class artwork but is still an individual piece.</p> <p>I can share my work with my classmates and teachers, and reflect on what is successful.</p> <p>Enhancements:</p>	<p>Collections of natural items collected from home or the school grounds.</p>	<p>I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.</p> <p>I can share my artwork with the class. I can listen to what my classmates like about it, and I can share what I like about their work.</p> <p>Enhancements:</p>	
Year Two Curriculum Content Criteria	<p><u>A Year Two Artist:</u></p> <ol style="list-style-type: none"> 1. That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. 2. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. 3. That we can use the things we find to draw from, using close observational looking. 4. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. 5. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 6. When we make mono prints, we use mark making to create one off prints. 7. When we make mono prints, we create an impression of a drawing. 8. That we can generate playful narratives and inventions through drawing. 9. That we understand that using a range of marks will generate different effects when creating mono prints. 10. That we can create creative responses to different stimuli and make the work our own. 11. That architects design buildings and other structures which relate to our bodies and which enhance our environment. 12. That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. 13. That we can use drawing as a way to help us process and understand other people's work. 14. That we can use digital tools such as drones and film to inspire us. 15. That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. 16. That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials. 					
Year Two Units of Study	<p>Explore the world through mono printing <i>(Surface and colour)</i></p> <p>Knowledge and context: 6,7,8,9,10</p> <p>Skills: I can make drawings using soft pencils or handwriting pens, thinking carefully about which marks I will use.</p>	<p>Drawing/ Painting skills <i>Working on black paper</i></p> <p>Knowledge and context: To develop an understanding of the qualities of acrylic paint To take inspiration from a ceramicist</p>	<p>Drawing skills <i>Helping children draw larger</i></p> <p>Knowledge and context: To know that close looking can help drawings be more accurate. To know that observational drawings can be useful.</p> <p>Skills: I can look closely at objects.</p>	<p>Explore and draw <i>(Drawing and sketchbooks)</i></p> <p>Knowledge and context: 1,2,3,4,5</p> <p>Skills: I can see how some artists explore the world around them to find inspiration. I can collect things from my local environment, arrange them and talk</p>	<p>Drawing skills <i>Squiggle Drawings Thoughtful Mark making</i></p> <p>Knowledge and context: To know that you can use continuous lines when creating observational drawings, and they will look different. That it is important to keep looking and drawing,</p>	<p>Be an architect <i>(working in 3 dimensions)</i></p> <p>Knowledge and context: 11,12,13,14,15,16</p> <p>Skills: I can explore the work of some architects. I can see that they design buildings, and that architecture can be large, incredible buildings, or</p>

	<p>I can base my drawings upon careful observational looking.</p> <p>I can look closely at small objects close to me and make drawings at the same scale or size.</p> <p>I can share my thoughts on a mono printing artist's work.</p> <p>I can use carbon paper to make mono prints, and I can experiment with the kinds of marks I make.</p> <p>I can explore a theme and make mono prints, using my imagination to make my drawings personal.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again.</p> <p>Enhancements:</p>	<p>Skills:</p> <p>I can experiment with mark-making</p> <p>I can learn techniques such as sgraffito</p> <p>I can use layering and mixed-media techniques</p> <p>I can give a personal response and bold use of colour and pattern.</p> <p>Enhancements:</p> <p>Consider fireworks as a theme.</p>	<p>I can use different pressure with pencils to create different tones.</p> <p>I can create large drawings.</p> <p>Enhancements:</p>	<p>about the choices I have made.</p> <p>I can take photographs of my artwork, and I can think about focus and light.</p> <p>I can combine different drawing media and use careful looking to practice observational drawing, and I can focus for 5 to 10 minutes.</p> <p>I can hold an object and make a drawing focusing on the way it feels.</p> <p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again.</p> <p>Enhancements:</p>	<p>looking and drawing for the image to be more accurate.</p> <p>Skills:</p> <p>I can add tone to my images using continuous line drawing.</p> <p>I can use different marks for different effects.</p> <p>Enhancements:</p>	<p>can be smaller places near where I live.</p> <p>I can share how architecture makes me feel, what I like and what I think is interesting</p> <p>I can use my sketchbook to help me look at architecture carefully. I have explored line and shape.</p> <p>I have seen how architects use their imaginations to try to design buildings which make peoples lives better. I can use my own imagination when thinking about architecture I might design.</p> <p>I can make an architectural model of a building around a theme - thinking about form, structure, balance, and the overall visual appearance.</p> <p>I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model.</p> <p>I have seen that I dint need to design on paper first; I can design as I make.</p> <p>I can reflect upon what I have made, shared it with others, and been able to share my thoughts about my own</p>
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						piece and the models of my classmates. Enhancements:
Year Three Curriculum Content Criteria	<u>A Year Three Artist:</u> <ol style="list-style-type: none"> 1. That when we draw, we can use gestural marks to make work. 2. That when we draw, we can use the expressive marks we make to create a sense of drama. 3. That when we draw, we can move around. 4. 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. 5. That artists can combine art and craft using painting and sewing together to make art. 6. That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. 7. That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. 8. That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art. 9. That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. 10. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. 11. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. 					
Year Three Units of Study	Gestural drawing with charcoal <i>(Drawing and sketchbooks)</i> Knowledge and context: 1,2,3,4 Skills: I can talk about how artists make marks and how I feel about their work. I can use Chiaroscuro in my work. I can experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal. I can use light and dark, to create a sense of drama. I can use my body as a drawing tool to make drawings inspired by movement. I can talk about my own and others' work. Enhancements:	Painting skills <i>Our Creative Community Plates</i> Knowledge and context: To take inspiration from the local area. To take inspiration from local art. Skills: I can consider scale when drawing. I can make my drawings simple. I can make purposeful decisions when adding colour for effect. Enhancements:	Cloth, thread and paint <i>(Surface and colour)</i> Knowledge and context: 5,6,7,8 Skills: I can explore how artists combine media and use them in unusual ways to make art and share my responses. I can use my sketchbook to make visual notes, capturing ideas, test ideas and explore colour and mark making. I can use paint to create a background on fabric, mixing colours to create different colours. I can use thread and stitching to create textural marks over the top of my painted canvas to add interest. I can share and talk about my work with others and can share my feedback on the work of classmates.	Drawing skills <i>Continuous Line Drawing -Drawing Prompt cards for making</i> Knowledge and context: 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. That we can draw from observation or imagination. Skills: I can look closely at objects. I can use different pressure with pencils to create different tones. Enhancements:	Telling stories through drawing and making <i>(working in 3 dimensions)</i> Knowledge and context: 9,10,11 Skills: I can see how artists are inspired by other artists often working in other artforms and understand and explore their own response to an artist's work. I can use my sketchbook to explore my response, making visual notes, jotting down ideas, and testing ideas. I can make a sculpture using materials to model or construct which is inspired by a character in a book to film. I can reflect and share how the way I made my sculpture helps capture	Drawing skills <i>Explore 3d Drawing with lego -Drawing hands</i> Knowledge and context: To know that perspective and viewpoint are important when drawing 3D objects. To know that even though we can draw from close looking, the image may not be an accurate representation. Skills: I can repeatedly draw 3D objects to improve my drawing skills. I can explore drawing with my non dominant hand and the different effects it creates. Enhancements:

			Enhancements:		<p>feelings about the original character.</p> <p>I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</p> <p>I can share my feedback about my classmate's work.</p> <p>Enhancements:</p>	
Year Four Curriculum Content Criteria	<p><u>A Year Four Artist:</u></p> <ol style="list-style-type: none"> 1. That we can tell stories through drawing. 2. That we can use text within our drawings to add meaning. 3. That we can sequence drawings to help viewers respond to our story. 4. That we can use line, shape, colour and composition to develop evocative and characterful imagery. 5. That when artists make work in response to static objects around them it is called still life. 6. That still life has been a genre for many hundreds of years, and is it still relevant today. 7. That when artists work with still life, they bring their own comments and meaning to the objects they portray. 8. That we can make a still life creative response in many media: drawing, painting, collage, relief... 9. That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space. 10. 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. 11. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. 12. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. 13. That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together. 					
Year Four Units of Study	<p>Drawing skills -Analogue Drawings -Continuous line drawing</p> <p>Knowledge and context: Understanding that visual communication can convey emotion. To understand that you can look carefully and draw slowly to increase detail. Skills:</p>	<p>Exploring still life (Surface and colour)</p> <p>Knowledge and context: 5,6,7,8,9</p> <p>Skills: I can draw from observation and think about how I can use line, colour, shape, texture, form ,and composition to make my artwork interesting.</p>	<p>Drawing skills Mark Making and sound Part 1 -Drawing Prompts</p> <p>Knowledge and context: To know that we can hold our drawing tools in different ways. To understand that we can direct different energy from our body onto paper. Skills: To use different marks to reflect sounds and music.</p>	<p>Festival Feasts (working in 3 dimensions)</p> <p>Knowledge and context: 10,11,12,13</p> <p>Skills: I have explored the work of artists who are inspired by food, and I can share my responses with the class, recording how the work makes me feel. I can explore how I can use line, shape, and colour to capture the texture and</p>	<p>Painting skills Expressive Painting and colour mixing</p> <p>Knowledge and context: To know that paint can be layered to create different effects. To know that marks can be made in thick paint with different tools. Skills: I can explore how primary colours mix together in</p>	<p>Story telling through drawing (Drawing and sketchbooks)</p> <p>Knowledge and context: 1,2,3,4</p> <p>Skills: I can explore the work of artists who tell stories through imagery. I can respond to the work of illustrators and/or graphic novelists “reading” the visual images and sharing my</p>

	<p>I can use different marks to express different emotions.</p> <p>I can use pressure and different materials to alter the tone of the marks I make.</p> <p>I can look carefully at an object and take time to draw detail.</p> <p>I can use one continuous line to draw.</p> <p>Enhancements:</p>	<p>I can explore the work of traditional and contemporary artists who work within the still life genre.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can express my thoughts about the other artists work and talk about the meanings of objects as artists present them.</p> <p>I can present and share my artwork and explain how my sketchbook work helped to build my knowledge and skills towards a final piece.</p> <p>Enhancements:</p>	<p>To use different amount of pressure to reflect sounds and music.</p> <p>To experiment with holding drawing tools in different ways.</p> <p>Enhancements:</p> <p>Consider using the hall for space and louder music.</p>	<p>form of the food, drawing from still images and from life.</p> <p>I can make a sculpture of food, understanding how my sculpture will be seen from different viewpoints working in 3d.</p> <p>I have seen how my own sculpture can form part of a larger artwork and how we can all find inspiration in each other's ideas.</p> <p>I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.</p> <p>I can present my work as part of a larger artwork, and I can share my response to my own work and also the work of my peers.</p> <p>Enhancements:</p> <p>Food packaging and labels, Magazines, recipe books, food items.</p>	<p>different ways to create new colour.</p> <p>I can explore how secondary colours mix together to create new colour.</p> <p>I can find new ways to add paint to paper.</p> <p>Enhancements:</p>	<p>thoughts.</p> <p>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artist's work.</p> <p>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</p> <p>I can use line, shape, and colour using a variety of materials to text my ideas.</p> <p>I can use line, shape, and colour using a variety of materials to text my ideas.</p> <p>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</p> <p>I can create a finished piece which contains sequenced images to describe a narrative.</p> <p>I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</p> <p>I can appreciate the work of my classmates and think about the similarities and differences between our work. I can share my feedback on their work.</p> <p>Enhancements:</p>
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Year Five Curriculum Content Criteria	A Year Five Artist: <ol style="list-style-type: none"> 1. That drawing and making have a close relationship. 2. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. 3. 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. 4. That we can use methods such as the grid method and looking at negative space to help us draw. 5. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 6. That designers bring their own culture, experiences and passions into their designs, for other people. 7. That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. 8. That we can use colour, pattern, line, shape, form, material, texture to express our creativity. 9. That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? • That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms 10. That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). 11. That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. 12. That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. 13. 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 					
Year Five Units of Study	<p>Painting skills <i>Concertina Landscapes</i> Knowledge and context: To know there are different ways to represent a landscape. Skills: I can choose materials and colours that suit my purpose. I can create an abstract landscape using different materials and colours.</p> <p>Enhancements:</p>	<p>2D drawing to 3D making <i>(Drawing and sketchbooks)</i> Knowledge and context: 1,2,3,4,5 Skills: I can explore artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. I can use negative space and the grid method to help me see and draw, and to scale up my drawing.</p>	<p>Drawing skills <i>Mark making and sound part 2</i> <i>-Drawing with a ruler</i> Knowledge and context: To understand that we can direct different energy from our body onto paper. To understand how we can represent objects or feelings in abstract ways. Skills: To use different marks to reflect sounds and music. To use different amount of pressure to reflect sounds and music. To experiment with holding drawing tools in different ways. To use straight lines only to show shape and tone.</p> <p>Enhancements:</p>	<p>Fashion design <i>(Surface and colour)</i> Knowledge and context: 6,7,8,9 Skills: I can explore the work of contemporary fashion designers and then share my response to their work, articulating what I like or don't like about their work. I can use my sketchbook to make visual notes to capture key ideas about how the designer's work. I can use my sketchbook to generate and key ideas, explore colour, line, shape, and pattern in response to the brief. I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. I can share my designs and outcomes with my</p>	<p>Drawing skills <i>Deconstructing to help you see</i> <i>-Continuous line drawing</i> Knowledge and context: To know that we can make observational drawings that are not representative of the real object. Skills: I can look closely at the object and use different marks to draw what I see. I can use continuous line drawing as a way to make marks and add tone to observational drawings.</p> <p>Enhancements:</p>	<p>Set design <i>(Working in 3 dimensions)</i> Knowledge and context: 10,11,12,13 Skills: I can explore how other artists use their skills to build sets for theatre, inspired by literature, film, poetry or music. I can articulate and share my response to their work. I can respond to a suggested stimulus (poetry, prose, music, and short film) and design and build a model that which conveys my interpretation of the mood/narrative of the original stimulus. I can use my sketchbook to generate ideas, jot down thoughts, test materials, record and reflect.</p>

		<p>I can transform my drawing into a three-dimensional object I can share my work and talk about it with others.</p> <p>Enhancements:</p>		<p>classmates and articulate my journey. I can listen to their feedback and respond. I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work.</p> <p>Enhancements:</p>		<p>I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. I can take photographs or film of my artwork thinking about presentation, lighting, focus, and composition.</p> <p>Enhancements:</p>
Year Six Curriculum Content Criteria	<p><u>A Year Six Artist:</u></p> <ol style="list-style-type: none"> 1. That when designers work with fonts and layout it is called Typography. 2. That we can use the way words look to help us communicate ideas and emotions. 3. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 4. 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. 5. That people are the sum of lots of different experiences, and that through art we can explore our identity. 6. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. 7. That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. <p>Add some relating to project.</p>					
Year Six Units of Study	<p>Typography <i>(Drawing and sketchbooks)</i> Knowledge and context: 1,2,3,4 Skills: I can explore how I can create letters in a playful way using cutting and collage. I can draw my own letters using pen and pencil inspired by objects I have chosen around me. I can use my sketchbook for reference, collecting, testing, and reflecting. I can make my drawings appear visually stronger by working over maps or</p>	<p>Painting skills <i>Exploring Macbeth through art- out damn spot.</i> Knowledge and context: To know that you can visual artwork inspired by stories. To know how to mix colours. Skills: I can experiment with painting on wet and dry paper. I can draw from close observation. I can mix colours to match a skin tone.</p>	<p>Exploring identity-layered portrait <i>(Surface and colour)</i> Knowledge and context: 5,6,7 Skills: I can see how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates. I can use my sketchbook to record, generate ideas, test, reflect and record. I can use observational skills to draw from life using a variety of materials.</p>	<p>Drawing skills <i>-Mark making and sound part 3 --Drawing Prompts</i> Knowledge and context: To understand that we can direct different energy from our body onto paper. To know that we can hold our drawing tools in different ways. Skills: To use different marks to reflect sounds and music. To look closely when drawing. Enhancements:</p>	<p>Drawing skills <i>-The geometry of chickens</i> Knowledge and context: To know that objects can be broken down into shapes to make it easier to draw. Skills: To look at an image and to see for themselves how the image can be simplified into simple shapes to help understand the proportions of the forms. Enhancements:</p>	<p>Art project with a theme (change/ memories) <i>(choice of all strands)</i> Knowledge and context: To know about great artists and designers in history. To know that the audience is important when designing and creating art for a purpose. Skills: I can evaluate and analyse creative works using the language of art.</p>

	<p>newspaper to make my marks stronger.</p> <p>I can see how some artists use their typography skills and drawing skills to make maps which are personal to them and can reflect on their work.</p> <p>I can use mark making, cutting and collage to create my own visual map, using symbols, drawing elements and typography to express themes which are important to me.</p> <p>I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</p> <p>Enhancements:</p>	<p>I can add detail my making marks.</p> <p>Enhancements:</p>	<p>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>I can share my work with others and respond and reflect on the work, sharing similarities and differences.</p> <p>Enhancements:</p>			<p>I can express my personal opinions about art.</p> <p>I can use the art skills that I have developed while at Tanners Brook.</p> <p>I can choose the medium I would like to use to express my ideas.</p> <p>Enhancements:</p>
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