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| A picture containing diagram  Description automatically generated | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| **Drawing** | [Spirals](https://www.accessart.org.uk/spirals/) | **[Making](https://www.accessart.org.uk/storytelling-through-drawing/) Animated Drawings** | [**Typography and Maps**](https://www.accessart.org.uk/typography-and-maps/) |
| Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. Pupils discover an artist and will demonstrate their understanding of the artist’s work by responding through a making challenge and peer discussion.Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making “snail drawings”. Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.[Molly Haslund.](https://www.accessart.org.uk/talking-points-molly-haslund/) | Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings. Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.[Laura Carlin](https://www.accessart.org.uk/talking-points-laura-carlin/)**,** [Shaun Tan](https://www.accessart.org.uk/talking-points-shaun-tan/)  | Pupils will become familiar with the term ‘typography’. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.   [Louise Fili](https://www.accessart.org.uk/talking-points-louise-fili/)**,,**[Grayson Perry](https://www.accessart.org.uk/talking-points-grayson-perry-map-of-days/)**,** [Paula Scher](https://www.accessart.org.uk/talking-points-paula-scher/)**,** [Chris Kenny](https://www.accessart.org.uk/talking-points-chris-kenny/) |
| **Painting** | **Simple Printing** | **Exploring Pattern** | **Fashion Design** |
| their hands and feet to explore printing patterns using their bodies. Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a ‘print’ using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.Pupils are introduced to ‘relief printing’. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of ‘repeat pattern/repetition’ using collage.Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion. | Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as “parallel”. They will work in sketchbooks, collaborate, and discuss aims and outcomes.Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. They will take photos of their work thinking about focus and light.[Rachel Parker](https://www.accessart.org.uk/which-artists-rachel-parker/)**,** [Shaheen Ahmed](https://www.accessart.org.uk/talking-points-shaheen-ahmed/)**,** [Andy Gilmore](https://www.accessart.org.uk/talking-points-andy-gilmore/)**,** [Louise Despont](https://www.accessart.org.uk/talking-points-louise-despont/) | Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks. Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.    Pupils will work in pairs or teams to document their work using cameras or Ipads.  [Alice Fox](https://www.accessart.org.uk/talking-points-alice-fox/)**,** [Rahul Mishra](https://www.accessart.org.uk/talking-points-rahul-mishra/)**,** [Pyer Moss](https://www.accessart.org.uk/talking-points-pyer-moss/)**,** [Tatyana Antoun,](https://www.accessart.org.uk/talking-points-tatyana-antoun/)[Hormazd Narielwalla](https://www.accessart.org.uk/talking-points-hormazd-narielwalla/) |
| **Sculpting** | **Clay** | **Birds nest** | **Take a seat** |
| Pupils will develop fine motor skills through shaping, pressing, and carving clay.Pupils will learn how to use a variety of clay tools to create patterns, textures, and imprints.Pupils will understand how to join clay pieces securely using techniques such as scoring and slip.Pupils will explore form by creating both flat tiles and three-dimensional pinch pots.Pupils will gain confidence in experimenting with materials, including natural objects, to imprint designs.Pupils will build creative thinking skills by designing and making original clay pieces inspired by artists.Pupils will improve problem-solving skills by adapting their techniques when clay does not behave as expected.Pupils will learn to evaluate their own work and reflect on their progress using clay.Pupils will develop resilience and perseverance through the process of making, adapting, and refining clay work.Sharon Gale and Saya McNairn-Yanagi. | Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.  **Marcus Coates** | Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.Pupils will use a wide variety of materials to manipulate and construct 3D ‘doodles’ in response to making prompts.Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.They will record and develop their ideas in sketchbooks.Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery. **Yinka Ilori** |