

	<u>AUT1</u>		<u>SPR1</u>		<u>SUM1</u>	
KS1 Year A	Unit: Explore and draw - introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills. **Introducing sketchbooks.**	3Cs lesson - curious	Unit: Expressive painting - exploring how painters can use paint in an expressive/gestural way. Colour mixing and experimental mark making.	3Cs lesson - caring	Unit: Be an architect - exploring architecture and creating architectural models.	3Cs lesson - courageous
	1. I can describe how artists are inspired by their environment. 2. I can explore composition by arranging the things that I have collected. 3. I can explore different drawing exercises to record the things I have collected. 4 + 5. Project: I can use a range of materials to create lots of varied mark making drawings of natural objects around me. 6. I can reflect on and discuss my work. ** 3. I can describe what my sketchbook can be used for. **		1. I can respond verbally and visually to an expressive painting. 2. I can use colour mixing and mark making to create an expressive painting. 3. I can identify different brushwork used by old masters Van Gogh and Cezanne. 4 + 5. Project: I can use the skills I have learned (mark making, composition and colour mixing) and apply them to my own still life painting. 6. I can reflect on and discuss my work.		1. I can begin to define architecture and record my thoughts about what architecture is through drawing. 2. I can identify the role of an architect and articulate responses about their work. 3 + 4 + 5. Project: I can manipulate materials to make my own architecture using the 'design through making' approach. I can consider how my architecture will stand, the purpose of it and who it is for. 6. I can reflect on and discuss my work.	

KS1 Year B	Unit: Spirals - using drawing, collage and mark making to explore spirals. **Introducing sketchbooks.**	3Cs lesson – curious	Unit: Simple printmaking - exploring simple ways to make a print. Using line, shape, colour and texture to explore pattern, sequencing and symmetry.	3Cs lesson - caring	Unit: Making birds - transforming drawings from 2d to 3d to make a bird.	3Cs lesson - courageous
	1. I can create drawings using my wrists, elbows, shoulders and hips. 2. I can create a 'snail drawing' using chalk and oil pastels. 3. I can describe what my sketchbook can be used for. 4 + 5. Project: I can apply my spiral explorations to observational drawings of shells. 6. I can reflect on and discuss my work.		1. I can use my hands and feet to make prints of patterns. 2. I can identify how to use textured objects to make prints. 3 + 4 + 5. Project: I can make a relief print using a 'plate' showing understanding of how to use controlled pressure and paint amount to create a print. 6. I can reflect on and discuss my work.		1. I can respond to images and film by creating observational drawings. 2. I can use a variety of medium and mark making to create observational drawings of feathers. 3. I can manipulate paper to create 3d forms. 4 + 5. Project: I can make my own bird sculpture taking inspiration from artists' work. 6. I can reflect on and discuss my work.	

LKS2 Year A	Unit: Storytelling through drawing - exploring how artists create sequenced drawings to share and tell stories.	3Cs lesson - curious	Unit: Exploring pattern - exploring how we can use colour, line and shape to create patterns, including repeating patterns.	3Cs lesson - caring	Unit: Festival feasts - exploring how we can use food and art to bring people together.	3Cs lesson - courageous
	1. I can respond to the work of artists who tell stories through imagery. 2. I can use toys, poetry and my own text to create a richly illustrated narrative in a single drawing. 3 + 4 + 5. Project: I can create a finished piece which contains sequenced images to describe a narrative. 6. I can reflect on and discuss my work.		1. I can experiment with drawing and pattern by making a sensory drawing. 2. I can devise my own 'rules' to help make a drawing. 3 + 4 + 5. Project: I can design my own pattern thinking about colour, composition and shape. 6. I can reflect on and discuss my work.		1 + 2. I can explore the work of artists who create sculpture inspired by food. 3+4. Project: I can make my own sculpture of food that I like. 5. I can collaborate to create a communal picnic drawing. 6. I can reflect on and discuss my work.	

LKS2 Year B	Unit: Gestural drawing with charcoal - making loose, gestural drawings with charcoal and exploring drama and performance.	3Cs lesson - curious	Unit: Cloth, thread, paint - exploring how artists combine media to create work in response to landscape, using acrylic and thread to make a painted and stitched piece.	3Cs lesson - caring	Unit: Telling stories through making - exploring how artists are inspired by other art forms like how we make sculpture inspired by literature and film.	3Cs lesson - courageous
	1. I can identify the properties of charcoal and artists who use it in their work. 2. I can experiment with charcoal through gestural mark making. 3. I can use charcoal and my hands to make marks on a page. 4 + 5. Project: I can create dynamic, atmospheric gestural drawings with charcoal. 6. I can reflect on and discuss my work.		1. I can explore the work of artists who use thread, cloth and paint and respond to their work in my sketchbook. 2. I can develop my own mark making vocabulary by looking at how artists use a variety of marks. 3 + 4 + 5. Project: I can use paint and stitch to create energy and texture exploring the theme 'water'/'land'. 6. I can reflect on and discuss my work.		1. I can explore how artists use sketchbooks to respond to other creative artforms. 2. I can use exaggeration as a tool to convey the intention of my drawings. 3 + 4 + 5. Project: I can make a 3d sculpture in response to literature/poetry. 6. I can reflect on and discuss my work.	

UKS2 Year A	Unit: 2D drawing to 3D making - exploring how 2d drawings can be transformed into 3d objects.	3Cs lesson - curious	Unit: Activism - exploring how artists use their skills to speak on behalf of communities.	3Cs lesson - caring	Unit: Take a seat - exploring how craftspeople and designers bring personality to their work.	3Cs lesson - courageous
	<p>** TWO OPTIONS **</p> <p>1. I can respond to artists who use their drawing skills to make objects.</p> <p>2 + 3. I can experiment with using negative space and the grid method.</p> <p>4 + 5. Project: I can add texture and form to simple outline shapes and show that structure and balance can make a 2d drawing become a 3d object.</p> <p>6. I can reflect on and discuss my work.</p>		<p>1. I can identify and explore my own personal voice or message.</p> <p>2 + 3 + 4 + 5. Project: I can make a poster of zine that communicates my message.</p> <p>6. I can reflect on and discuss my work.</p>		<p>I can recognise that chairs can be designed by artists and craftspeople and can reflect a particular period in history.</p> <p>2. I can manipulate, combine and connect materials to make a 'doodle' inspired by a prompt.</p> <p>3 + 4 + 5. Project: I can engage with the 'design through making' approach to make intuitive choices when thinking about materials, shapes and connections</p> <p>6. I can reflect on and discuss my work.</p>	

UKS2 Year B	Unit: Typography and maps - exploring how we can create typography through drawing and design.	3Cs lesson - curious	Unit: Mixed media land and city scapes - exploring how artists use a variety of media to capture the spirit of a place.	3Cs lesson - caring	Unit: Set design - exploring how to create a model set for theatre or animation inspired by poetry, prose, film or music.	3Cs lesson - courageous
	<p>1. I can explore how typography can be used creatively to communicate thoughts and ideas.</p> <p>2. I can create my own typeface inspired by my own interests.</p> <p>3. I can make my drawings strong and powerful.</p> <p>4 + 5. Project: I can apply my new typography skills and my powerful drawing skills to make a visual map.</p> <p>6. I can reflect on and discuss my work.</p>		<p>1. I can recognise how artists often work outside, finding inspiration from the land and city scapes.</p> <p>2. I can extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting.</p> <p>3 + 4 + 5. Project: I can create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment.</p> <p>6. I can reflect on and discuss my work.</p>		<p>** TWO OPTIONS **</p> <p>1. I can explore the work of a set designer working in theatre and respond in my sketchbook.</p> <p>2 + 3 + 4 + 5. Project: I can respond to a dramatic stimulus to create my own theatre model set filled with drama and atmosphere.</p> <p>6. I can reflect on and discuss my work.</p>	