



## The Leys Primary School Subject Overview for Art 2023-24 - becoming an artist

	Autumn	Spring	Summer
<b>EYFS Nursery</b>	<u>Expressive Art and Design</u> <ul style="list-style-type: none"> <li>I can explore different textures</li> <li>I can express ideas and feelings through mark making</li> <li>I can give a meaning to the marks I make</li> <li>I can explore different materials freely and independently</li> <li>I can explore colour and colour mixing</li> </ul>	<u>Expressive Art and Design</u> <ul style="list-style-type: none"> <li>I can create simple representations of people and objects by creating enclosed shapes with continuous lines</li> <li>I can choose different materials independently and decide how to use them</li> <li>I can show different emotions in my drawing and paintings such as happiness , sadness</li> </ul>	<u>Expressive Art and Design</u> <ul style="list-style-type: none"> <li>I can draw with increasing complexity and add details to my work</li> <li>I can use drawing to represent ideas like movement and loud noises.</li> </ul>
<b>EYFS Reception</b>	<u>Expressive Art and Design</u> <ul style="list-style-type: none"> <li>I can explore and use a variety of artistic effects to express my ideas and feelings</li> </ul>	<u>Expressive Art and Design</u> <ul style="list-style-type: none"> <li>I can use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<u>Expressive Art and Design</u> <ul style="list-style-type: none"> <li>I can share my creations, explaining the process I have used.</li> </ul>
Key Skills	Nursery <ul style="list-style-type: none"> <li>I am learning to hold scissors and beginning to explore scissor skills</li> <li>I can use large - muscle movement to paint and to make marks.</li> <li>I can explore different textures and comment on how they feels</li> <li>I can explore a wide range of art and craft resources</li> </ul>	Nursery <ul style="list-style-type: none"> <li>I am growing in confidence with my scissor skills</li> <li>I can choose different materials independently and decide how to use them</li> <li>I can hold a wide range of writing tools and make marks</li> </ul>	Nursery <ul style="list-style-type: none"> <li>I can hold my scissors and I am beginning to learn to cut my own sellotape.</li> <li>I can show increasing understanding that equipment and tools have to be used safely e.g. scissors , blunt knives.</li> </ul>

	<ul style="list-style-type: none"> <li>Exploring a wide range of mark-making resources e.g. chalk, paint, pencils</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>I can hold mark-making tools with thumb and all fingers</li> <li>I can explore and use different materials and technique to express my ideas</li> </ul>	<p>Reception</p> <ul style="list-style-type: none"> <li>I can create lines and circles</li> <li>I can manipulate a range of tools and equipment in one hand safely and independently</li> </ul>	<p>Reception</p> <ul style="list-style-type: none"> <li>I can use a variety of materials, tools and techniques confidently and independently.</li> </ul>
Key subject links	UW, CL, PD	UW, CL, PD	UW, CL, PD
Key Vocabulary	choose, draw, paint, dab, build, colours	pat, mix, cut, join, fold, squeeze, pinch, twist, roll, construct, primary colours	art, plan, design, stretch, sculpt, mould, explore, adapt
Key Texts	Accessed through continuous provision	Accessed through continuous provision	Accessed through continuous provision
SMSC and British Values	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence
Global Goals and School values	Aspiration and determination	Aspiration and determination	Aspiration and determination
The Leys Pathways	<p>Explore familiar and unfamiliar roles and experiences</p> <p>Communicate in a two way conversation.</p> <p>Understand my feelings and respond to the feelings of others.</p> <p>Solve problems independently with resilience.</p> <p>Care for myself, others and the world around me.</p>	<p>Explore familiar and unfamiliar roles and experiences</p> <p>Communicate in a two way conversation.</p> <p>Understand my feelings and respond to the feelings of others.</p>	<p>Explore familiar and unfamiliar roles and experiences</p> <p>Communicate in a two way conversation.</p> <p>Understand my feelings and respond to the feelings of others.</p>

		Solve problems independently with resilience. Care for myself, others and the world around me.	Solve problems independently with resilience. Care for myself, others and the world around me.
<b>Year 1</b>	<b>Spirals (Drawing and Sketchbooks)</b>	<b>Exploring watercolour (Colour)</b>	<b>Making Birds (Collage and Making)</b>
Key Skills	<p><b>Knowledge</b> Understanding drawing is a physical activity. Introducing what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p><b>Skills</b> Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Develop experience of primary and secondary colours. Practise observational drawing. Explore mark making</p>	<p><b>Knowledge</b> Understanding watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p><b>Skills</b> Develop experience of primary and secondary colours. Explore mark making. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to "imagine" an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey</p>	<p><b>Knowledge</b> Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Understanding collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making"</p> <p><b>Skills</b> Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Practise observational drawing. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p>

		and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Share their response about classmates' work.	Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.
Key People	Molly Haslund	Paul Klee, Emma Burleigh	Ernst Haekel, Hoang Tien Quyet, John James Audubon, Dusciana Bravura
Key subject links	Science, Maths, PSHE	Geography, Maths, Music	Geography, Maths, Science, PSHE
Key Vocabulary	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think	Watercolour, Brush, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale, Reflect, Share, Discuss	Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss
SMSC and British Values	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence

Global Goals and School values	Aspiration and determination	Aspiration and determination	Aspiration and determination
The Leys Pathways	Explore and Communicate	Explore and Communicate	Explore and Communicate
<b>Year 2</b>	<b>Explore and Draw</b> <b>Focus: Drawing</b>	<b>Be an Architect</b> <b>Focus: Drawing and Sketchbooks</b>	<b>Expressive Painting</b> <b>Focus: Colour</b>
Key Skills	<p><b>Knowledge</b> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p><b>Skills</b> Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see column 5 "collage") which explore composition.</p>	<p><b>Knowledge</b> Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction.</p> <p><b>Skills</b> Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore the qualities of different media. Make visual notes about artists studied. Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and</p>	<p><b>Knowledge</b> Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life.</p> <p><b>Skills</b> Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using</p>

	<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Make visual notes about artists studied. Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Collage with drawings to create invented forms. Combine with making if appropriate.</p>	<p>exterior. Use Design through Making philosophy to playfully construct towards a loose brief. Document work using photography considering lighting and focus. Make films thinking about viewpoint, lighting &amp; perspective.</p>	<p>gestural marks using skills learnt above.</p>
Key People	Rosie James, Alice Fox	Hundertwasser, Zaha Hadid, Heatherwick Studios	Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne
Key subject links	Geography, Maths, Science, PSHE	Geography, History, Maths, Science	Geography, PSHE
Key Vocabulary	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Architect, Architecture, Designer, Maker, Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern, Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool,	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto, Brush, Mark making Tools, Palette Knife, Home-

		Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention, Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes, Present, Share, Reflect, Discuss, Feedback,
SMSC and British Values	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence
Global Goals and School values	Aspiration and determination	Aspiration and determination	Aspiration and determination
The Leys Pathways	Explore and Communicate	Explore and Communicate	Explore and Communicate
<b>Year 3</b>	<b>Gestural Drawings with Charcoal</b> Focus: Drawing and sketchbooks	<b>Cloth, Thread, Paint</b> Focus: Colour	<b>Making Animated Drawing</b> Focus: Drawing and making
Key Skills	<p><b>Knowledge</b> Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understanding charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p><b>Skills</b> Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p>	<p><b>Knowledge</b> Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p><b>Knowledge</b> Understand that animators make drawings that move. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Understand that articulated</p>

	<p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p>Explore the qualities of charcoal.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists' work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p>	<p><b>Skills</b></p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists' work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Document work using photography considering lighting and focus. Make films thinking about viewpoint, lighting &amp; perspective.</p>	<p>drawings can be animated.</p> <p><b>Skills</b></p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.</p> <p>Develop mark making skills.</p> <p>Brainstorm animation ideas.</p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p>
Key People	Heather Hansen, Laura McKendry, Edgar Degas	Alice Kettle, Hannah Rae	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber
Key subject links	History	Geography, History, Science	Computing.
Key Vocabulary	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting,	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute,	Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention, Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation,



	Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback	Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash, Present, Review, Reflect, Process, Outcome	Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena
SMSC and British Values	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence
Global Goals and School values	Aspiration and determination	Aspiration and determination	Aspiration and determination
The Leys Pathways	Explore and Communicate	Explore and Communicate	Explore and Communicate
<b>Year 4</b>	<b>Storytelling Through Drawing</b> <b>Focus: Drawing</b>	<b>Exploring Still Life</b> <b>Focus: Colour and Making</b>	<b>Art of Display</b> <b>Focus: Making</b>
Key Skills	<p><b>Knowledge</b> Understand that artists and illustrators interpret narrative texts and create sequenced drawings Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p><b>Skills</b> Practise drawing skills.</p>	<p><b>Knowledge</b> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</p>	<p><b>Knowledge</b> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Understand that a plinth is a device for establishing the importance or context of a sculptural object. Understand that artists can represent objects, in a particular context with a particular intention, to change the meaning of that</p>

	<p>Make visual notes to record ideas and processes discovered through looking at other artists.          Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.          Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.          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.</p>	<p><b>Skills</b>          Practise drawing skills.          Make visual notes to record ideas and processes discovered through looking at other artists.          Test and experiment with materials.          Brainstorm pattern, colour, line and shape.          To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.          To use close observation and try different hues and tones to capture 3d form in 2 dimensions.          Work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam board.          Document work using still image (photography) considering lighting and focus.          Make films thinking about viewpoint, lighting &amp; perspective.</p>	<p>object.          To understand that sometimes people themselves can be the object, as in performance art.  <b>Skills</b>          Make visual notes to record ideas and processes discovered through looking at other artists.          Brainstorm and explore ideas relating to performance art.          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.          To work in collaboration to explore how we can present ourselves as an art object, using a plinth as a device to attract attention to us.          To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric.</p>
Key People	Laura Carlin, Shaun Tan	Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Anthony Gormley, Yinka Shonibare, Thomas J Price

Key subject links	English, PSHE	Computing	English, History, PSHE
Key Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object, Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition, Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
SMSC and British Values	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence	enable students to develop their self-knowledge, self-esteem and self-confidence
Global Goals and School values	Determination	Determination	Determination
The Leys Pathways	Explore and Communicate	Explore and Communicate	Explore and Communicate
<b>Year 5</b>	<b>Fashion Design</b> Focus: Colour and Making	<b>Typography and Maps</b> Focus: Drawing	<b>Set Design</b> Focus: Making and Colour

Key Skills	<p><b>Knowledge</b> Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.</p> <p><b>Skills</b> Explore mark making, Make visual notes to capture, consolidate and reflect upon the artists studied. Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design. Work in 3d to devise fashion constructed from patterned papers.</p>	<p><b>Knowledge</b> Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <p><b>Skills</b> Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p><b>Knowledge</b> Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others.</p> <p><b>Skills</b> Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design. Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p>
Key People	Alice Fox, Rahul Mishra, Kerby Jean-Raymond (Pyer Moss), Tatyana Antoun, Hormazd Narielwalla	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby

			Savage-Dickson
Key subject links	Geography, History, Maths	PSHE	English
Key Vocabulary	Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting, Present, Share, Reflect, Respond, Articulate, Feedback, Criticism, Similarities, Differences,	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Criticism, Similarities, Differences	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
SMSC and British Values	enable students to develop their self-knowledge, self-esteem and self-confidence;	enable students to develop their self-knowledge, self-esteem and self-confidence;	enable students to develop their self-knowledge, self-esteem and self-confidence;
Global Goals and School values	Inclusivity, Aspiration, Determination	Inclusivity, Aspiration, Determination	Inclusivity, Aspiration, Determination
The Leys Pathways	Explore	Communicate	Explore
<b>Year 6</b>	<b>Activism</b> Focus: Printmaking	<b>2D to 3D</b> Focus: Drawing	<b>Brave Colour</b> Focus: Making
Key Skills	<b>Knowledge</b> Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities	<b>Knowledge</b> Understand that there is a close relationship between drawing and	<b>Knowledge</b> Understand that artists use a variety of media including light and sound as

	<p>they represent, to try to change the world for the better.</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p><b>Skills</b></p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.</p> <p>Explore combinations and layering of media.</p>	<p>making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p><b>Skills</b></p> <p>Explore using negative and positive space to "see" and draw a simple element/object.</p> <p>Use the grid system to scale up.</p> <p>Use collage to add tonal marks to the "flat image".</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p><b>Skills</b></p> <p>Use the device of a scaled model to imagine what your installation might be, working in response to a brief or "challenge" to enable a viewer to "have a physical experience of colour."</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about the structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p>
Key People	Luba Lukova, Faith Ringgold, Kate Deciccio	Lubaina Himid, Claire Harrup	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West
Key subject	PSHE	Maths, PHSE	Science, PSHE

links			
Key Vocabulary	Activism, Voice, Message, Community, Poster, Zine, Screenprinting, Present, Share, Reflect, Respond, Articulate, Feedback, Criticism, Similarities, Differences	2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up Net, Typography, Graphic Design, Collage, Structure, Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Criticism, Similarities, Differences	Sketchbook, Visual notes, Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation, Present, Share, Reflect, Respond, Articulate, Feedback, Criticism, Similarities, Differences
SMSC and British Values	enable students to develop their self-knowledge, self-esteem and self-confidence further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures	enable students to develop their self-knowledge, self-esteem and self-confidence	further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
Global Goals and School values	Empowerment, respect and determination	Aspiration and determination	Determination
The Leys Pathways	Solve and Care	Solve and Explore	Explore and Inclusivity