



The Leys Primary School Subject Overview for **Art** 2025-26 - becoming an artist

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

	<p>Reception</p> <ul style="list-style-type: none"> I can hold mark-making tools with thumb and all fingers I can explore and use different materials and technique to express my ideas 	<ul style="list-style-type: none"> I can manipulate a range of tools and equipment in one hand safely and independently 	<ul style="list-style-type: none"> I can use a variety of materials, tools and techniques confidently and independently.
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>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>Solve problems independently with resilience.</p>

			Care for myself, others and the world around me.
Year 1	Spirals (Drawing and Sketchbooks)	Exploring watercolour (Colour)	Making Birds (Collage and Making)
Key Skills	<p>Knowledge 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>Skills 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>Knowledge 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>Skills 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 and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Share their response about classmates' work.</p>	<p>Knowledge 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>Skills 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. Use a combination of two or more</p>

			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	Aspiration and determination	Aspiration and determination	Aspiration and determination

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

	<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Make visual notes about artists studied.</p> <p>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.</p> <p>Collage with drawings to create invented forms.</p> <p>Combine with making if appropriate.</p>		above.
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,	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,

		Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	Orange), Tints, Hues, Medium, Surface, Texture, Impasto, Brush, Mark making Tools, Palette Knife, Home-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
Year 3	Gestural Drawings with Charcoal Focus: Drawing and sketchbooks	Telling stories through drawing and making Focus: sculpture	Cloth, Thread, Paint Focus: Colour
Key Skills	Knowledge 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	Knowledge Understand that we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. Understand that through making work in another medium we can make the work our own, re-interpreting and re-inventing.	Knowledge 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

	<p>can use the concept to explore tone in drawings.</p> <p>Skills</p> <p>Make marks using charcoal using hands as tools.</p> <p>Explore qualities of mark available using charcoal.</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>Understand that we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</p> <p>Skills</p> <p>Understand how to use a sketchbook and respond to an artist's work.</p> <p>To make visual notes with illustrations.</p> <p>To discuss how some artist's work can be inspired from other artists.</p> <p>Use a variety of sculpting techniques to create a model inspired by a book or a film.</p> <p>To explain how the sculpture reflects how they feel about the corresponding character.</p> <p>To compare how the sculptures are similar and different to others in the classroom.</p> <p>To give feedback to peers about their sculptures using artistic language.</p>	<p>thoughts and the things we make.</p> <p>That we may share similarities.</p> <p>Understand all responses are valid.</p> <p>Skills</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 & perspective.</p>
Key People	Heather Hansen, Laura McKendry, Edgar Degas	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	Alice Kettle, Hannah Rae
Key subject links	History	English/history/science	Geography, History, Science
Key Vocabulary	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping,	Soft B pencils/coloured pencils/ oil/chalk pastels, handwriting pens/A3 or A2 cartridge	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches,

	Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback	paper/clay/modroc/masking tape/inspiration/illustrators/reflect/respond /process/plan/composition/shade/outline/sculpting/pinch/dotting	Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash, Present, Review, Reflect, Process, Outcome
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
Year 4	Storytelling Through Drawing Focus: Drawing	Exploring Still Life Focus: Colour and Making	Festival Feasts Focus: sculpture
Key Skills	Knowledge 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	Knowledge 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	Knowledge Understand 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. To understand that we can use our knowledge and curiosity of line,

	<p>responses are valid.</p> <p>Skills</p> <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>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.</p> <p>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.</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.</p>	<p>enjoyed for hundreds of years, and which contemporary artists still explore today.</p> <p>Skills</p> <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Test and experiment with materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions.</p> <p>Work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam board.</p> <p>Document work using still image (photography) considering lighting and focus.</p> <p>Make films thinking about viewpoint, lighting & perspective.</p>	<p>shape, colour and form to make playful and inventive art.</p> <p>Understand how we can use our hands to make 3D art.</p> <p>Skills</p> <p>Make a sculpture of food using modroc, learning how to adhere pieces together and how to smooth it over.</p> <p>Explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.</p> <p>Think about how one's own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas.</p> <p>To notice that we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork as part of a collaborative piece of art.</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	Claes Oldenburg, Lucia Hierro, Krystal Mack, Prudence Staite.

Key subject links	English, PSHE	Computing	History/science/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	Modroc, 3D, 2D, Soft B pencils, coloured pencils, oil/chalk pastels, water colour, graphite sticks, slip, smoothing, paper, card, pen, paint, modelling, construction, shared sculptural feast, cutting, soaking, sculpting, drying, layering, painting, decorating, embellishing.
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
Year 5	Fashion Design Focus: Colour and Making	Typography and Maps Focus: Drawing	Set Design Focus: Making and Colour
Key Skills	Knowledge Understand that architects and other artists have	Knowledge Understand that designers create fonts and	Knowledge Understand that set designers can

	<p>responsibilities towards society. Understand that artists can help shape the world for the better.</p> <p>Skills</p> <p>Explore mark making, Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>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.</p> <p>Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design.</p> <p>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.</p> <p>Work in 3d to devise fashion constructed from patterned papers.</p>	<p>work with Typography.</p> <p>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>Skills</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.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</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 of paper.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>design/make sets for theatres or for animations.</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Skills</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design.</p> <p>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 Vocabula	Contemporary, Historical, Fashion Design,	Typography, Lettering, Graphics, Design,	Set Design, Theatre, Animation,

ry	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,	Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Criticism, Similarities, Differences	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
Year 6	Exploring identity Focus: collage and drawing	2D to 3D Focus: Drawing	Brave Colour Focus: Making
Key Skills	Knowledge 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. That people are the sum of lots of different	Knowledge Understand that there is a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging	Knowledge Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to

	<p>experiences, and that through art we can explore our identity.</p> <p>That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p> <p>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> <p>Skills</p> <p>Be able to complete observational drawings using a reference picture to help.</p> <p>To use a range of shading pencils to create shades and tones.</p> <p>Understand that one can use their curiosity to think about how one might adapt the techniques and processes of other artists and incorporate into one's own work.</p> <p>To be able to work digitally or physically to create a layered portrait to explore aspects of identity, thinking about line, shape, colour, texture and meaning.</p> <p>Appreciate the work of other classmates and to be able to reflect upon the differences and similarities of their work and compare it.</p> <p>To take photographs of my artwork, thinking about lighting, focus and composition., using different viewpoints and thinking about the different impacts this can have.</p>	<p>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>Skills</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>enter the artwork.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Skills</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	Njideka Akunyili Crosby, Yinka Shonibare,	Lubaina Himid, Claire Harrup	Olafur Eliasson, Yinka Ilori, Morag

	Thandiwe Muriu, Mike Barrett		Myerscough, Liz West
Key subject links	PSHE/History	Maths, PHSE	Science, PSHE
Key Vocabulary	Imagery, line, shape, colour, collage, drawing, sketchbooks, identity, layering, portrait, jotting, visual notes, observational drawing, 2b, 4b, HB, blending, shading, proportion, overlapping, mixed media, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices, share, reflect, discuss, criticism, feedback, similarities, differences, structure, oracy, present	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 and own personal identity. 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

