

## **Barrow CE School Art Curriculum map and supporting documents**

### **Barrow CE School Art Statement of Intent**



At Barrow CE Primary, we strongly believe in the fundamental role of art in children's education. Art serves as a crucial tool that allows our pupils to explore diverse avenues for expressing their unique creativity. Through engaging with various forms of art in our society, our pupils not only enhance their creative abilities but also establish connections with different artistic perspectives. We believe that the inclusion of art in education contributes significantly to children's personal growth, fostering creativity, independence, judgment, and self-reflection. Additionally, it instils in pupils a natural sense of wonder and curiosity about the world around them.

Our Art curriculum is designed to cultivate children's critical thinking skills and deepen their understanding of both their own cultural heritage and that of others. By studying a diverse range of artists and designers throughout history, students gain insights into various artistic traditions. We aim to empower our pupils with the knowledge that the resilience and determination required to complete artistic projects can result in personal pride and gratification.

### **Barrow CE School Art implementation**

At Barrow CE School we implement a skills and knowledge focused Art curriculum that enables children to unleash their creative imagination while providing many opportunities to hone and master key artistic processes, including drawing, painting, printing, collage, textiles, and sculpture. Where possible, our Art pathways are linked to other areas of the curriculum, ensuring that learning is interconnected and outcomes serve a meaningful purpose. Each lesson involves a comprehensive approach, starting with the analysis

of existing artworks, research on a chosen artist or the collection of personal stimuli for projects, and exploration and practice of various visual elements of art such as line, tone, texture, colour, pattern, shape, and 3D form. The culmination of each unit involves the creation of a final piece.

Throughout their artistic journey, children are prompted to make reflections, which are documented in their sketchbooks that accompany them throughout their school years. These sketchbooks serve as a tangible record of their artistic progression. Additionally, photographic evidence of larger group projects or 3D models is also preserved in these books. To enrich the learning experience, our pupils also participate in community projects such as the Barrow Rose Show.

### **Barrow CE School Art impact**

Art and Design monitoring uses various approaches, with pupil voice serving as a pivotal element. Pupils actively contribute their thoughts, ideas, processes, and evaluations of their work, providing valuable insights into their artistic development. To complement this, sketchbook monitoring is conducted once a term across all year groups, ensuring that our children have ample opportunities to fully develop their skills and showcase their talents.

We proudly display the children's artwork throughout school. The goal is to develop creative learners who possess a comprehensive understanding of the world's great artists. Celebrating creativity and uniqueness is integral, and the children are encouraged to be discerning editors, continually refining and improving their artistic creations. The approach fosters an environment where children have the freedom to explore artwork, resulting in the production of imaginative and deeply personal pieces of art.

## Art Pathways

### Acorn Class Reception: 7 areas of exploration

Autumn	Spring	Summer
<p><b>What can we see?</b> Choose activities based on the children's interests from the list below: Finding circles Shells – observational and imaginative drawing Collecting arranging drawing Still life composition inspired by Cezanne</p> <p><b>How can we explore colour?</b> Choose activities based on the children's interests from the list below: Explorer's books- collecting colour T-shirt paintings Collaging with wax crayon rubbings Collecting, arranging, drawing</p>	<p><b>How can we build worlds?</b> Choose activities based on the children's interests from the list below: Creating a book world Insect hotels</p> <p><b>How can we explore materials and marks?</b> Choose activities based on the children's interests from the list below: Burton Hathow ducklings Transforming objects Galaxy painting Drawing on pebbles Collaging with wax crayon rubbings Autumn floor textiles Dressing up as a fossil T shirt paintings</p>	<p><b>How can we explore 3D materials?</b> Choose activities based on the children's interests from the list below: Insect hotels Marbled hole punch sketch book</p> <p><b>How can we use our bodies to make art?</b> Choose activities based on the children's interests from the list below: Dressing up as a fossil Printing with string</p> <p><b>How can we use our imaginations?</b> Choose activities based on the children's interests from the list below: Galaxy painting Prop making for toys</p>

## Acorn Class Year One and Two

### Year A

Autumn	Spring	Summer
Drawing Spirals	Painting Exploring watercolour	Sculpture Making birds Stick transformation project

## Acorn Class Year One and Two

### Year B

Autumn	Spring	Summer
Drawing Explore and draw Simple printmaking	Painting Expressive painting Music and art	Sculpture Playful making Inspired by flora and fauna

## Willow Class Years Three, Four, Five, Six

### Year A

Autumn	Spring	Summer
Drawing Gestural Drawing with Charcoal	Painting Cloth, Thread, Paint	Sculpture Festival Feasts

### Year B

Autumn	Spring	Summer
Drawing Storytelling Through Drawing	Painting Exploring Still Life	Sculpture Telling Stories Through Drawing & Making

### Year C

Autumn	Spring	Summer
Drawing Typography & Maps	Painting Making Monotypes	Sculpture Sculpture, Structure, Inventiveness & Determination

### Year D

Autumn	Spring	Summer
Drawing	Painting	Sculpture

2D Drawing to 3D Making	Mixed Media Land & City Scapes	Take a Seat
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Artists Covered

	Autumn	Spring	Summer
Reception	Cezanne	Paul Klee	Jackson Pollock or Kandinsky and Monet
Acorn Year A	Molly Haslund Rosie James	Emma Burleigh Van Gogh	Andrea Butler
Acorn Year B	Alice Fox	Chris Kenny	Eric Carle, Joseph Redoute, Jan Van Kessel
Willow Year A	Heather Hansen, Laura McKendry, Edgar Degas	Alice Kettle, Hannah Rae	Claes Oldenberg, Lucia Hierro, Nicole Dyer
Willow Year B	Laura Carlin, Shaun Tan	Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
Willow Year C	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Kevork Mourad	Marcus Coates
Willow Year D	Lubaina Himid, Claire Harrup	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Yinka Ilori

Progression of skills and knowledge from Reception to Year Six

Reception	Purple = Substantive Knowledge - I know that...		Green = Implicit Knowledge / Skills- I can...		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Artists explain what they have created. Different shapes represent different things. Artists choose colours carefully.</p> <p>Hold drawing mediums (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip.</p>	<p>Artists can use sketch books to record their ideas and try out different techniques</p> <p>Create lines and shapes that more clearly reference a given shape or concept. Use a variety of drawing apparatus, they can create basic shapes that represent objects. Represent a variety of colours</p>	<p>Printmaking can be used to create multiple impressions of the same item</p> <p>Different materials and apparatus create different textures when used for printing</p> <p>Create pictures and patterns using paint and printing methods</p> <p>Use different dilutions of paints to give a thick or a thin effect</p>	<p>Independently access painting resources from continuous provision. Name and recognise some primary colours Know that when paint is mixed, it will change its colour. Look at and talk about their artwork (ongoing)</p> <p>Hold painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three -fingered grip . Create lines and shapes that more clearly reference a given shape.</p>	<p>Understand that art can be represented by cutting and sticking different mediums together i.e., collage</p> <p>Tear, cut and rip different types of paper and card to build a picture or image</p> <p>Use glue, masking tape and Sellotape to attach different materials together to create a layered image</p>	<p>Art can be represented by 3d structures. These are called sculptures Artists that create these are called sculptors</p> <p>Sculpt, shape, twist and bend materials to make new 3D shapes Attach and join materials using glue, tape, staples, paper fasteners Use modelling tools to shape and model materials e.g. clay, dough, pipe cleaners, tin foil Join materials using glue</p>	<p>Artists sometimes base their artwork on stores or feelings</p> <p>Close their eyes and describe what they remember, describe the colours about a piece of artwork</p> <p>Build a story around the art</p> <p>Describe a picture created by an artist</p>

			Using painting apparatus, they can create basic shapes that represent objects from observation or imagination. Paint on different surfaces. Select thick and thin brushes Explore mixing colours			
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Year 1	Purple = Substantive Knowledge - I know that...		Green = Implicit Knowledge / Skills- I can...		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. <a href="#">Spirals</a>  Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a>	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a>		Understand watercolour is a media which uses water and pigment. <a href="#">Exploring Watercolour</a>  Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <a href="#">Exploring Watercolour</a>	Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a>  Understand we can create our own papers with which to collage. <a href="#">Making Birds</a>	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Making Birds</a>  Understand the meaning of "Design through Making" <a href="#">Making Birds</a>	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.
Explore lines made by a drawing tool, made by	Use sketchbooks to:			Combine collage with making by cutting and tearing drawn imagery,		

<p>moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Making Birds</a></p>	<p>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Exploring Watercolour</a></p> <p>Practice observational drawing <a href="#">Spirals</a> <a href="#">Making Birds</a></p> <p>Explore mark making <a href="#">Spirals</a> <a href="#">Exploring Watercolour</a> <a href="#">Making Birds</a></p>		<p>Understand that adding white to a paint creates tints and that adding black creates shades <a href="#">Exploring watercolor</a></p> <p>Understand that colours can be described as warm or cool <a href="#">Exploring watercolours</a></p>	<p>manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a></p>	<p>Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a></p> <p>Use construction methods to build. <a href="#">Making Birds</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a></p>	<p>Understand all responses are valid. <a href="#">All Pathways for Year 1</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmate's work.</p> <p><a href="#">All Pathways for Year 1</a></p>
			<p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. <a href="#">Exploring Watercolour</a></p> <p>Paint without a fixed image of what you are painting in mind. <a href="#">Exploring Watercolour</a></p> <p>Respond to your painting, and try to "imagine" an image within. <a href="#">Exploring Watercolour</a></p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. <a href="#">Exploring Watercolour</a></p>			

Year 2		Purple = Substantive Knowledge I know that...		Green = Implicit Knowledge / Skills -I can ...		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation	
Understand that we can use different media (sometimes combined in one drawing) to	Continue to build understanding that sketchbooks are places for personal experimentation.		Understand that some painters use expressive, gestural marks in their work, often resulting in abstract,	Understand that we can combine collage with other disciplines such as drawing,	Understand when we make sculpture by adding materials	Understand artists take their inspiration from around them, collecting and transforming.	

capture the nature of things we find. <a href="#">Explore &amp; Draw</a>	Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 2</a>		expressionist painting. <a href="#">Expressive Painting</a>	printmaking and making. <a href="#">Explore &amp; Draw</a>	it is called Construction <a href="#">Stick Transformation Project</a>	Understand that in art we can experiment and discover things for ourselves.
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a>	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a>		Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a>	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. <a href="#">Explore &amp; Draw</a>	Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Stick Transformation Project</a>	Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.
Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. <a href="#">Explore &amp; Draw</a>	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a>		Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting</a>	Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw</a>	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. <a href="#">Stick Transformation Project</a>	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. <a href="#">All Pathways for Year 2</a>
Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</a>	Work in sketchbooks to:		Understand the concept of still life. <a href="#">Expressive Painting</a>			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").
Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw</a>	Explore the qualities of different media. <a href="#">Explore &amp; Draw</a>		Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. <a href="#">Expressive Painting</a>			Talk about intention. Share responses to classmate's work, appreciating similarities and differences.
Create final collaged drawings (see column 5 "collage") which explore composition. <a href="#">Explore &amp; Draw</a>	Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw</a>		Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. <a href="#">Expressive Painting</a>			Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. <a href="#">All Pathways for Year 2</a>

<b>Year 3</b>	<b>Purple = Substantive Knowledge I know that...</b>		<b>Green = Implicit Knowledge / Skills - I can ...</b>		<b>www.accessart.org.uk</b>	
<b>Drawing</b>	<b>Sketchbooks</b>	<b>Printmaking</b>	<b>Painting</b>	<b>Collage</b>	<b>Making</b>	<b>Purpose/Visual Literacy/Articulation</b>
Understand that charcoal is a drawing medium that lends itself to	Continue to build understanding that sketchbooks are places for	Understand that screen prints are made	Understand that we can create imagery using natural	Understand that we can	Understand that many makers use other artforms	To understand that visual artists look to other artforms for inspiration.

<p>loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p>	<p>personal experimentation. <a href="#">All Pathways for Year 3</a></p> <p>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook <a href="#">All Pathways for Year 3</a></p>	<p>by forcing ink over a stencil. <a href="#">Working with Shape &amp; Colour</a></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and /or shapes. <a href="#">Working with Shape &amp; Colour</a></p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. <a href="#">Working with Shape &amp; Colour</a></p>	<p>pigments and light. <a href="#">Telling Stories</a></p> <p>Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a></p> <p>Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a></p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making") <a href="#">Telling Stories</a></p> <p>Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint Natural Materials</a></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. <a href="#">Cloth, Thread, Paint</a></p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. <a href="#">Natural Materials</a></p> <p>Option to use light to create imagery by exploring anthotype or cyanotype. <a href="#">Natural Materials</a></p>	<p>combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Working with Shape &amp; Colour</a></p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. <a href="#">Working with Shape &amp; Colour</a></p>	<p>as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p> <p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p> <p>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. <a href="#">Animated Drawings</a></p>	<p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>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. <a href="#">All Pathways for Year 3</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></p>
<p>Understand that animators make drawings that move.</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Develop mark making skills by deconstructing the work of artists. <a href="#">Cloth, Thread, Paint</a></p>	<p>Work in sketchbooks to: <a href="#">Explore the qualities of charcoal</a></p> <p><a href="#">Gestural Drawing with Charcoal</a></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. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint Animated Drawings</a> <a href="#">Natural Materials</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint Animated Drawings</a></p> <p>Brainstorm animation ideas. <a href="#">Working with Shape &amp; Colour</a> <a href="#">Animated Drawings</a> <a href="#">Natural Materials</a></p> <p>Experiment with pigments created from the local environment. <a href="#">Natural Materials</a></p>	<p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. <a href="#">Working with Shape &amp; Colour</a></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. <a href="#">Cloth, Thread, Paint</a></p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. <a href="#">Natural Materials</a></p> <p>Option to use light to create imagery by exploring anthotype or cyanotype. <a href="#">Natural Materials</a></p>	<p>and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. <a href="#">Working with Shape &amp; Colour</a></p>	<p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p> <p>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. <a href="#">Animated Drawings</a></p>	<p>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. <a href="#">All Pathways for Year 3</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></p>

<b>Year 4</b>	Purple = Substantive Knowledge -I know that...	Green = Implicit Knowledge / Skills I can ...	<a href="http://www.accessart.org.uk">www.accessart.org.uk</a>
<b>Drawing</b>	<b>Sketchbooks</b>	<b>Painting</b>	<b>Making</b>
<b>Purpose/Visual Literacy/Articulation</b>			

<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a></p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a></p>	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. <a href="#">Art of Display</a></p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p>
<p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. <a href="#">Exploring Pattern</a></p>	<p>Use sketchbooks to:  Practise drawing skills. <a href="#">Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture &amp; Structure Festival Feasts</a></p>	<p>That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a></p>	<p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. <a href="#">Art of Display</a></p> <p>To understand that sometimes people themselves can be the object, as in performance art. <a href="#">Art of Display</a></p>	<p>Understand artists often collaborate on projects, bringing different skills together.</p>
<p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. <a href="#">Exploring Pattern</a></p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. <a href="#">Exploring Pattern</a></p>	<p>Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing Exploring Pattern Art of Display Exploring Still Life Sculpture &amp; Structure Festival Feasts</a></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. <a href="#">Exploring Still Life</a></p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). <a href="#">Exploring Still Life</a></p>	<p>To understand that make sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <a href="#">Sculpture &amp; Structure Festival Feasts</a></p>	<p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>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. <a href="#">All Pathways for Year 4</a></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. <a href="#">Storytelling Through Drawing</a></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. <a href="#">Storytelling Through Drawing</a></p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. <a href="#">Exploring Pattern</a></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. <a href="#">Storytelling Through Drawing</a></p>	<p>Test and experiment with materials. <a href="#">Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture &amp; Structure Festival Feasts</a></p> <p>Brainstorm pattern, colour, line and shape. <a href="#">Exploring Pattern Exploring Still Life Festival Feasts</a></p> <p>Brainstorm and explore ideas relating to performance art. <a href="#">Art of Display</a></p> <p>Reflect. <a href="#">Storytelling Through Drawing Exploring Pattern Exploring Still Life Art of Display Sculpture &amp; Structure Festival Feasts</a></p>	<p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a></p> <p>To explore painting on different surfaces, e.g., fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a></p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a></p>	<p>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. <a href="#">Art of Display</a></p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. <a href="#">Art of Display</a></p> <p>To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric. <a href="#">Art of Display</a></p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. <a href="#">Sculpture &amp; Structure Festival Feasts</a></p> <p>To combine modelling with construction using mixed media and painting to create sculpture. <a href="#">Festival Feasts</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 4</a></p>

Year 5	Purple = Substantive Knowledge I know that...		Green = Implicit Knowledge / Skills I can ...	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></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 <a href="#">Typography &amp; Maps</a></p>	<p>Use sketchbooks to:</p> <p>Explore mark making. <a href="#">Typography &amp; Maps Mixed Media Landscapes Set Design Fashion Design</a></p> <p>Brainstorm ideas generated when reading poetry or prose. <a href="#">Making Monotypes Set Design</a></p>	<p>Understand that mono types are single monotypes. Understand that artists sometimes use printmaking to create a larger artwork, e.g., an installation or an artist's book. <a href="#">Making Monotypes</a></p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <a href="#">Mixed Media Landscapes</a></p> <p>See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. <a href="#">Making MonoTypes</a></p>	<p>Understand that set designers can design/make sets for theatres or for animations. <a href="#">Set Design</a></p> <p>Understand that designers often create scaled models to test and share ideas with others. <a href="#">Set Design</a></p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</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. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></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. <a href="#">Typography &amp; Maps</a></p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). <a href="#">Set Design</a></p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied <a href="#">Typography &amp; Maps Making Monotypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion Design</a></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. <a href="#">Set Design Architecture: Big or Small Fashion Design</a></p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media Landscapes</a></p> <p>Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. <a href="#">Fashion Design</a></p>	<p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. <a href="#">Making Monotypes</a></p>	<p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></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 (see column 6 "making"). <a href="#">Fashion Design</a></p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Architecture: Big or Small Fashion Design</a></p> <p>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. <a href="#">Set Design</a></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <a href="#">Set Design</a></p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. <a href="#">Architecture: Big or Small</a></p> <p>Option to work in 3d to devise fashion constructed from patterned papers. <a href="#">Fashion Design</a></p>	<p>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. <a href="#">All Pathways for Year 5</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></p>

Year 6		Purple = Substantive Knowledge I know that...		Green = Implicit Knowledge / Skills – I can ...		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation	
Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 2D</a>	Use sketchbooks to:  Practise seeing negative and positive shapes. <a href="#">2D to 2D Activism</a>  Using the grid method to scale up an image. <a href="#">2D to 2D</a>	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a>	Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.	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 enter the artwork. <a href="#">Brave Colour</a>  Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Exploring Identity Take a Seat</a>	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.  Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.  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. <a href="#">All Pathways for Year 6</a>	
Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 2D</a>	Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <a href="#">Activism Exploring Identity</a>	Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <a href="#">Activism</a>	Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. <a href="#">Exploring Identity</a>	Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Brave Colour Exploring Identity Take a Seat</a>  Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. <a href="#">Take a Seat Shadow Puppets</a>	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").  <a href="#">Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by...").</a> Talk about intention.	
Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 2D</a>	Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. <a href="#">Activism</a>  Or create a zine using similar methods. <a href="#">Activism</a>	Use the device of scaled model to imagine what your installation might be, working in respond to a brief or "challenge" to enable a viewer to "have a physical experience of colour." <a href="#">Brave Colour</a>	Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Exploring Identity</a>	Use a variety of materials, including light and sound, to make a model of what you would build. Think about 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. <a href="#">Brave Colour</a>  Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. <a href="#">Take a Seat</a>  Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a>	Work collaboratively to present outcomes to others where appropriate. Present as a team.  Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.  Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. <a href="#">All Pathways for Year 6</a>	
Explore using negative and positive space to "see" and draw a simple element/object. <a href="#">2D to 2D</a>  Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 2D</a>  Use collage to add tonal marks to the "flat image". <a href="#">2D to 2D</a>	Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Activism Brave Colour</a>  Explore combinations and layering of media. <a href="#">Activism Exploring Identity</a>  Develop Mark Making <a href="#">Activism 2D to 2D Exploring Identity Shadow Puppets</a>  Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism 2D to 2D Exploring Identity</a>					

	<a href="#">Brave Colour Take a Seat</a> <a href="#">Shadow Puppets</a>				
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## Barrow CE School art vocabulary

Vocabulary should include key words below. Each year should build on previous years' language. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes.

Reception	<b>What can we see?</b> Image, picture, colour, shapes, look closely, Sketchbook, Observe, imagine, shell, drawing, interesting, lines, shadow	<b>How can we use our imaginations?</b> Imagine, create, design, free, connect, prop, fabric	<b>How can we explore colour?</b> Collection, ink, paint, explore, mix, cardboard, crayon	<b>How can we build worlds?</b> Sculpture, model, join, decorate	<b>How can we explore materials and marks?</b> Overlap, printing, outline, watercolour, rubbing, collage, <b>How can we use our bodies to make art?</b> Outline, texture, canvas, print, excess paint, pressure	<b>How can we explore 3D materials?</b> Build, join, attach, marbling ink, hole punch, string, scrap paper
Year 1	<b>Spirals:</b> Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful  Graphite, Chalk, Pen  Drawing Surface (Paper, Ground)  Oil Pastel, Dark,	<b>Simple Printmaking:</b> Print, Press, Pressure, Paint  Primary colours: Red, Yellow, Blue  Shape, Line, Arrangement  Rubbing, Texture,  Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange  Colour Mixing, Secondary Colours: Green, Orange,	<b>Playful Making:</b> Sculpture, Sculptor, Three Dimensions  Design, Explore, Construction, Materials,  Invent,	<b>Exploring Watercolour:</b> Watercolour, Brush  Wash  Wet on dry  Wet on wet  Mark making  Primary colours,	<b>Making Birds:</b> Lines, Shapes, Mark Making, Texture  Observation, Close study,  Blending, Texture  Explore, Discover  Transform,	<b>Flora &amp; Fauna:</b> Flora  Fauna  Line, Shape, Colour, tones, hues, tints  Observe, Graphite, Handwriting Pen  Oil Pastel, Graphite, Handwriting Pen

	Light, Blending Mark Making	Purple	Imagine Tools, Construct, Structure, Balance	secondary colours, Colour mixing Fluid, Imagination, Imagine Scale Tint, shade	Collage Sculpture, Structure, Balance ,	Collage, Painted paper,.
Year 2	<p><b>Explore &amp; Draw:</b> Explore, Collect, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Pressure, Line, Mark, Page Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape,</p>	<p><b>Expressive Painting:</b> Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Personal, Imagination, Impression, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Brush, Mark making Tools, Palette Knife,</p>	<p><b>Stick Transformation:</b> Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Colour, materials, Texture</p>	<p><b>Music &amp; Art:</b> Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed,</p>		
Year 3	<p><b>Gestural Drawings with Charcoal:</b> Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p>	<p><b>Telling Stories Through Drawing &amp; Making:</b> Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out</p>	<p><b>Paint, Cloth, Thread:</b> Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,</p>			

	Drama, Lighting, Shadow, Atmosphere, Narrative	Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture  Photograph, Lighting, Composition, Focus, Intention,	Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash	
Year 4	<p><b>Storytelling Through Drawing:</b> Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p> <p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</p>	<p><b>Exploring Still Life:</b> Still Life, Genre, Traditional, Contemporary,</p> <p>Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,</p> <p>Light, Dark, Tone, Shadow, Colour, Hue, Tint,</p>	<p><b>Sculpture, Structure, Inventiveness &amp; Determination:</b></p> <p>Exploration, Inventive, Challenge,</p> <p>Character, Personality, Explore, Discover</p> <p>Tools, Pliers, Scissors, Glue Guns,</p> <p>Construction Materials, Fastening</p>	<p><b>Festival Feasts:</b> Viewpoint, 2D 3D, Transform, Graphics, , Construct, Contribute, Artwork, Installation,</p> <p>Surface, Fabric, Texture,</p> <p>Photograph, Lighting,</p>
Year 5	<p><b>Typography &amp; Maps:</b> Typography, Lettering, Graphics, Design,</p>	<p><b>Making Monotypes:</b> Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense,</p>	<p><b>Land and City Scapes:</b> Landscape, Cityscape, Working from Life, Mixed Media,</p> <p>Senses, Spirit, Energy, Capture,</p> <p>Composition, Format</p>	

	<p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p>	Layer, Combine, Multi Media	Present, Share, Reflect, Respond,
Year 6	<p><b>2D Drawing to 3D Making:</b></p> <p>2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space</p> <p>Grid method</p> <p>Scaling up</p> <p>Net, Typography, Graphic Design</p> <p>Collage</p> <p>Balance</p>		<p><b>Take a Seat:</b></p> <p>Chair Design, Designer, Craftsperson, Maker</p> <p>3D Doodle, Design through Making,</p> <p>Chair Design</p> <p>Expression, Personality, Character,</p>