

**Barrow CE School**

**Art Curriculum Map and Supporting Information**

**Barrow CE School Art Statement of Intent**

At Barrow CE Primary, we strongly believe in the fundamental role of art in children's education and holistic development. 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 develop 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, including 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 personal 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, gallery sessions are held within each class and sketchbook monitoring is conducted once a term across all year groups, ensuring that our children have ample opportunities to learn from others 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.

**Barrow CE School Art Pathways**

**Acorn Class Reception: 7 areas of exploration**

|  |  |  |
| --- | --- | --- |
| Autumn | Spring | Summer |
| **What can we see?**  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  **How can we explore colour?**  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 | **How can we build worlds?**  Choose activities based on the children’s interests from the list below:  Creating a book world  Insect hotels  **How can we explore materials and marks?**  Choose activities based on the children’s interests from the list below:  Burton Hathlow ducklings  Transforming objects  Galaxy painting  Drawing on pebbles  Collaging with wax crayon rubbings  Autumn floor textiles  Dressing up as a fossil  T shirt paintings | **How can we explore 3D materials?**  Choose activities based on the children’s interests from the list below:  Insect hotels  Marbled hole punch sketch book  **How can we use our bodies to make art?**  Choose activities based on the children’s interests from the list below:  Dressing up as a fossil  Printing with string  **How can we use our imaginations?**  Choose activities based on the children’s interests from the list below:  Galaxy painting  Prop making for toys |

**Acorn Class Year One and Two**

Year A 23-24

|  |  |  |
| --- | --- | --- |
| Autumn | Spring | Summer |
| Drawing  Spirals  Christmas art and design activities using art skills | Painting  Exploring watercolour | Sculpture  Making birds  Stick transformation project |

**Acorn Class Year One and Two**

**Year B 24-25**

|  |  |  |
| --- | --- | --- |
| Autumn | Spring | Summer |
| Drawing  Explore and draw  Christmas art and design activities using art skills | Painting  Expressive painting  Music and art | Sculpture  Playful making  Inspired by flora and fauna |

**Oak Class Year Three and Four**

**Year A 2024-2025**

|  |  |  |
| --- | --- | --- |
| Autumn | Spring | Summer |
| Drawing  [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/) age 5-8 | Painting/PrintmakingWorking with shape and colour | Sculpture  Telling stories through drawing and making |

**Oak Class Year Three and Four**

**Year B 2025-2026**

|  |  |  |
| --- | --- | --- |
| Autumn | Spring | Summer |
| Drawing Storytelling through drawing – make links to National Poetry Day | Painting Cloth thread and paint | Sculpture Be an architect |

**Willow Class Year Five and Six**

**Year A 2024-2025**

|  |  |  |
| --- | --- | --- |
| Autumn | Spring | Summer |
| Drawing [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/) | Painting/Printmaking [Making Monotypes](https://www.accessart.org.uk/making-monotypes/) | Sculpture [Take a Seat](https://www.accessart.org.uk/take-a-seat/) |

**Willow Class Year Five and Six**

**Year B 2025-2026**

|  |  |  |
| --- | --- | --- |
| Autumn | Spring | Summer |
| Drawing [2D Drawing to 3D Making](https://www.accessart.org.uk/2d-drawing-to-3d-making) | Painting [Mixed Media Land & City Scapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/) | Sculpture [Sculpture, Structure, Inventiveness & Determination](https://www.accessart.org.uk/sculpture-and-structure) |

**Barrow CE School Artists Covered**

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| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Reception | Cezanne | Paul Klee | Jackson Pollock or Kandinsky and Monet |
| Acorn Year A | Molly Haslund  Kandinsky | Emma Burleigh  Paul Klee | Andrea Butler  Chris Kenny  Andy Goldsworthy |
| Acorn Year B | Andy Goldsworthy  Nicola White | Charlie French  Van Gogh, Howard Hodgkins, Cezanne  Kandinsky | Faith Bebbington, Christo and Jeanne Claude, Henri Rousseau, Eric Carle |
| Oak Year A | **Heather Hansen, Laura McKendry, Edgar Degas** | **Henri Matisse** Claire Willburg | **Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake, Ellis Hanson** |
| Oak Year B | **Laura Carlin, Shaun Tan** | **Alice Kettle, Hannah Rae** | **Hundertwasser, Zaha Hadid, Heatherwick Studios** |
| Willow Year A | **Louise Fili, Grayson Perry, Paula Scher, Chris Kenny** | **Kevork Mourad** | **Yinka Ilori** |
| Willow Year B | **Lubaina Himid, Claire Harrup** | **Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan** | **Marcus Coates** |

Progression of skills and knowledge from Reception to Year Six

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

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| --- | --- | --- | --- | --- | --- |
| **Year 1** | Purple = Substantive Knowledge - I know that… | Green = Implicit Knowledge / Skills- I can… | | | |
| **Drawing** | **Sketchbooks** | **Painting** | **Collage** | **Sculpture** | **Purpose/Visual Literacy/Articulation** |
| Understand drawing is a physical activity. [Spirals](https://www.accessart.org.uk/spirals/)  Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. [Spirals](https://www.accessart.org.uk/spirals/)  Use colour (pastels, chalks) intuitively to develop spiral drawings. [Spirals](https://www.accessart.org.uk/spirals/)  Draw from paused film, observing detail using pencil, graphite, handwriting pen. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/) | Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. [Spirals](https://www.accessart.org.uk/spirals/)  Use sketchbooks to:  Develop experience of primary and secondary colours [Spirals](https://www.accessart.org.uk/spirals/) [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)   Practice observational drawing [Spirals](https://www.accessart.org.uk/spirals/) [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Explore mark making [Spirals](https://www.accessart.org.uk/spirals/) [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/) [Making Birds](https://www.accessart.org.uk/pathway-making-birds/) | Understand watercolour is a media which uses water and pigment. [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)  Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)  Understand that adding white to a paint creates tints and that adding black creates shades Exploring watercolours  Understand that colours can be described as warm or cool Exploring watercolours  Know that you can mix primary colours to create secondary colours Exploring watercolours  Explore watercolour in an intuitive way to build understanding of the properties of the medium. [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)  Paint without a fixed image of what they are painting in mind. [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)  Respond to their painting, and try to “imagine” an image within. [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)  Work back into their painting with paint, pen or coloured pencil to develop the imaginative imagery. [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/) | Understand collage is the art of using elements of paper to make images. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Understand we can create our own papers with which to collage. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/) | Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Understand the meaning of “Design through Making” [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Use a combination of two or more materials to make sculpture. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Use construction methods to build. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/)  Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. [Making Birds](https://www.accessart.org.uk/pathway-making-birds/) | 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.  [All Pathways for Year 1](https://www.accessart.org.uk/full-primary-art-curriculum/)  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”).  Some children may feel able to share their response about classmate’s work. |

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| **Year 2** | Purple = Substantive Knowledge I know that… | Green = Implicit Knowledge / Skills -I can … | | | |
| **Drawing** | **Sketchbooks** | **Painting** | **Collage** | **Sculpture** | **Purpose/Visual Literacy/Articulation** |
| Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  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 & Draw](https://www.accessart.org.uk/explore-draw/)  Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  Create final collaged drawings (see column 5 “collage”) which explore composition. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  Make drawings inspired by sound. [Music & Art](https://www.accessart.org.uk/music-and-art/) | Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons’ sketchbook looks is unique to them. [All Pathways for Year 2](https://www.accessart.org.uk/full-primary-art-curriculum/)  Work in sketchbooks to:  Explore the qualities of different media. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)   Explore colour and colour mixing. [Expressive Painting](https://www.accessart.org.uk/expressive-painting/) Music and Art   Make visual notes about artists studied. [Explore & Draw](https://www.accessart.org.uk/explore-draw/) Music and art | Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. [Expressive Painting](https://www.accessart.org.uk/expressive-painting/)  Understand that the properties of the paint that you use, and how you use it, will affect your mark making. [Expressive Painting](https://www.accessart.org.uk/expressive-painting/)  Understand that primary colours can be mixed together to make secondary colours of different hues. [Expressive Painting](https://www.accessart.org.uk/expressive-painting/) Music and Art  Understand the concept of still life. [Expressive Painting](https://www.accessart.org.uk/expressive-painting/)  Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using different tools. [Expressive Painting](https://www.accessart.org.uk/expressive-painting/) Music and Art  Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. [Expressive Painting](https://www.accessart.org.uk/expressive-painting/) Music and art | Understand that we can combine collage with other disciplines such as drawing, printmaking and making. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  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. [Explore & Draw](https://www.accessart.org.uk/explore-draw/)  Collage with drawings to create invented forms. Combine with making if appropriate. [Explore & Draw](https://www.accessart.org.uk/explore-draw/) Music and Art | Understand when we make sculpture by adding materials it is called Construction [Stick Transformation Project](https://www.accessart.org.uk/stick-transformation-project/)  Use Design through Making philosophy to playfully construct towards a loose brief. [Stick Transformation Project](https://www.accessart.org.uk/stick-transformation-project/) Music and art  Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. [Stick Transformation Project](https://www.accessart.org.uk/stick-transformation-project/) | Understand artists take their inspiration from around them, collecting and transforming.  Understand that in art we can experiment and discover things for ourselves.  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.  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. [All Pathways for Year 2](https://www.accessart.org.uk/full-primary-art-curriculum/)  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”).  Talk about intention.  Share responses to classmate’s work, appreciating similarities and differences.  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. [All Pathways for Year 2](https://www.accessart.org.uk/full-primary-art-curriculum/) |

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | Purple = Substantive Knowledge I know that… | | Green = Implicit Knowledge / Skills - I can … | | | |
| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Collage** | **Sculpture** | **Purpose/Visual Literacy/Articulation** |
| Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)  Understand charcoal and earth pigment were our first drawing tools as humans. [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)  Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)  Understand that animators make drawings that move.  Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)  Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)  Option to explore making gestural drawings with charcoal using the whole body (link to dance). [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)  Develop mark making skills by deconstructing the work of artists. [Cloth, Thread, Paint](https://www.accessart.org.uk/cloth-thread-paint/) | Continue to build understanding that sketchbooks are places for personal experimentation. [All Pathways for Year 3](https://www.accessart.org.uk/full-primary-art-curriculum/)  Understand that the way each persons’ sketchbook looks is unique to them. [All Pathways for Year 3](https://www.accessart.org.uk/full-primary-art-curriculum/)  Work in sketchbooks to:  Explore the qualities of charcoal. [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)  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. [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/) [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/) [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) [[Cloth, Thread, Paint](https://www.accessart.org.uk/telling-stories-through-making/)](https://www.accessart.org.uk/cloth-thread-paint/)  Develop mark making skills. [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/) [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/) [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) [[Cloth, Thread, Paint](https://www.accessart.org.uk/telling-stories-through-making/)](https://www.accessart.org.uk/cloth-thread-paint/)    Brainstorm animation ideas. [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/) | Understand that screen prints are made by forcing ink over a stencil. [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/)  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. [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/)  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. [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/) | Understand that we can create imagery using natural pigments and light. [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/)  Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) | Understand that we can combine collage with other disciplines such as drawing, printmaking and making. [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/)  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. [Working with Shape & Colour](https://www.accessart.org.uk/working-with-shape-and-colour/) | Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/)  Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/)    That clay and Modroc are soft materials which finally dry/set hard. [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/)  An armature is an interior framework which support a sculpture. [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/)  Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/)  Make an armature to support the sculpture. [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) | To understand that visual artists look to other artforms for inspiration.   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.  Understand artists often collaborate on projects, bringing different skills together.  Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.  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. [All Pathways for Year 3](https://www.accessart.org.uk/full-primary-art-curriculum/)  Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of…”).  Present their 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.  Work collaboratively to present outcomes to others where appropriate. Present as a team.  Share responses to classmate’s work, appreciating similarities and differences. Listen to feedback about your own work and respond. |

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| **Year 4** | Purple = Substantive Knowledge -I know that… | Green = Implicit Knowledge / Skills I can … | | |
| **Drawing** | **Sketchbooks** | **Painting** | **Sculpture** | **Purpose/Visual Literacy/Articulation** |
| Understand that artists and illustrators interpret narrative texts and create sequenced drawings. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)    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. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)  Interpret poetry or prose and create sequenced images in either an accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)    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. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/) | Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. [All Pathways for Year 4](https://www.accessart.org.uk/full-primary-art-curriculum/)  Use sketchbooks to:  Practise drawing skills. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)   Make visual notes to record ideas and processes discovered through looking at other artists. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)   Test and experiment with materials. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)   Brainstorm pattern, colour, line and shape.  Reflect. [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)  x | Understand that paint acts differently on different surfaces. [Cloth, Thread, Paint](https://www.accessart.org.uk/cloth-thread-paint/)  Understand the concept of still life and landscape painting. [Cloth, Thread, Paint](https://www.accessart.org.uk/cloth-thread-paint/)    Continue to develop colour mixing skills. [Cloth, Thread, Paint](https://www.accessart.org.uk/cloth-thread-paint/)  Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. [Cloth, Thread, Paint](https://www.accessart.org.uk/cloth-thread-paint/) | **That architects design buildings and other structures which relate to our bodies and which enhance our environment. Be an architect** **That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. Be an architect****That we can use drawing as a way to help us process and understand other people’s work.****That we can use digital tools such as drones and film to inspire us. Be an architect****That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. Be an architect**I understand that I don’t need to design on paper first; that I can design as I make. **Be an architect**I can explore the work of some architects. I have seen that they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live. **Be an architect**I can share how architecture makes me feel, what I like and what I think is interesting . **Be an architect**I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. . **Be an architect**I have seen how architects use their imaginations to try to design buildings which make people’s lives better and I can use my own imagination when thinking about architecture I might design. **. Be an architect** I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks**. Be an architect**I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model.  **Be an architect**I can reflect upon what I have made and share it with others, I have been able to share my thoughts about my own piece and the models of my classmates. **Be an architect** | 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.  Understand artists often collaborate on projects, bringing different skills together.  Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.  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. [All Pathways for Year 4](https://www.accessart.org.uk/full-primary-art-curriculum/)  Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of… It links to…”).  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.  Work collaboratively to present outcomes to others where appropriate. Present as a team.  Share responses to classmate’s 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. [All Pathways for Year 4](https://www.accessart.org.uk/full-primary-art-curriculum/) |

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| **Year 5** | Purple = Substantive Knowledge I know that… | | Green = Implicit Knowledge / Skills I can … | | |
| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Sculpture** | **Purpose/Visual Literacy/Articulation** |
| Understand that designers create fonts and work with Typography. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/)  Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/)  Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/)  Draw over maps/existing marks to explore how you can make mark making more visually powerful. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/)  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. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/) | Use sketchbooks to:  Explore mark making. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/)  Brainstorm ideas generated when reading poetry or prose. [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)  Make visual notes to capture, consolidate and reflect upon the artists studied. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/) [Making Monotypes](https://www.accessart.org.uk/making-monotypes/) | Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g., an installation or an artist’s book. [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)  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. [Making Monotypes](https://www.accessart.org.uk/making-monotypes/) | That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. . [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)That we can combine monotype with other disciplines such as painting and collage.That we can make art by expressing our own personal response to literature or film. [Making Monotypes](https://www.accessart.org.uk/making-monotypes/) Explore how print is combined with paint and collage to create a cohesive artwork. . [Making Monotypes](https://www.accessart.org.uk/making-monotypes/) I can understand what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work. [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)I can study drawings made by other artists and identify particular marks they have used in their drawings. . [Making Monotypes](https://www.accessart.org.uk/making-monotypes/) I can use my sketchbook to create a collect of marks for me to use later. . [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry. . [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. . [Making Monotypes](https://www.accessart.org.uk/making-monotypes/) | Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. [Take a Seat](https://www.accessart.org.uk/take-a-seat/)  Understand that artists and designers add colour, texture, meaning and richness to our life. [Take a Seat](https://www.accessart.org.uk/take-a-seat/)  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. [Take a Seat](https://www.accessart.org.uk/take-a-seat/) **That artists who create furniture are often called craftspeople or designers.**[Take a Seat](https://www.accessart.org.uk/take-a-seat/)**That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.**[Take a Seat](https://www.accessart.org.uk/take-a-seat/)**That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.**[Take a Seat](https://www.accessart.org.uk/take-a-seat/) Use a variety of materials to design (through making) and construct a scaled piece of furniture. [Take a Seat](https://www.accessart.org.uk/take-a-seat/)  Bring their personality and character to the piece. Let their nature inform the choice of materials and shapes they use. [Take a Seat](https://www.accessart.org.uk/take-a-seat/) **We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.** [Take a Seat](https://www.accessart.org.uk/take-a-seat/) | Look at the work of designers, artists, animators, architects.  Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.  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. [All Pathways for Year 5](https://www.accessart.org.uk/full-primary-art-curriculum/)  Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of… It links to…”).  Present their 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.  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.  Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? [All Pathways for Year 5](https://www.accessart.org.uk/full-primary-art-curriculum/) |

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| **Year 6** | Purple = Substantive Knowledge I know that… | | Green = Implicit Knowledge / Skills – I can … | | |
| **Drawing** | **Sketchbooks** | **Printmaking** | **Painting** | **Sculpture** | **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. [2D to 2D](https://www.accessart.org.uk/2d-drawing-to-3d-making/)  Understand that graphic designers use typography and image to create packaging which we aspire to use. [2D to 2D](https://www.accessart.org.uk/2d-drawing-to-3d-making/)  Understand that there are technical processes we can use to help us see, draw and scale up our work. [2D to 2D](https://www.accessart.org.uk/2d-drawing-to-3d-making/)  Explore using negative and positive space to “see” and draw a simple element/object. [2D to 2D](https://www.accessart.org.uk/2d-drawing-to-3d-making/)  Use the grid system to scale up the image above, transferring the image onto card. [2D to 2D](https://www.accessart.org.uk/2d-drawing-to-3d-making/)  Use collage to add tonal marks to the “flat image”. [2D to 2D](https://www.accessart.org.uk/2d-drawing-to-3d-making/) | Use sketchbooks to:  Practise seeing negative and positive shapes. 2d to 3d  Using the grid method to scale up an image. [2D to 3D](https://www.accessart.org.uk/2d-drawing-to-3d-making/)  Explore mark making. [Mixed Media Landscapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)  Develop Mark Making, experiment with the different styles/techniques I observe [2D to 3D](https://www.accessart.org.uk/2d-drawing-to-3d-making/)  Make visual notes to capture, consolidate and reflect upon the artists studied.[2D to 3D](https://www.accessart.org.uk/2d-drawing-to-3d-making/) [Take a Seat](https://www.accessart.org.uk/take-a-seat/) | Make visual notes to capture, consolidate and reflect upon the artists studied. [Mixed Media Landscapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)  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. [Mixed Media Landscapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/) | 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. [Mixed Media Landscapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)  Explore how we can use layers (physical or digital) to explore and build landscapes [Mixed Media Landscapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)  Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. [Mixed Media Landscapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)  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. [Mixed Media Landscapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/) | **That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. Sculpture, structure, inventiveness and determination** **That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. Sculpture, structure, inventiveness and determination****That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. Sculpture, structure, inventiveness and determination****That we can express our personality through the art we make. Sculpture, structure, inventiveness and determination****That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.****That making art can be hard, but that doesn’t mean we aren’t doing it right or aren’t good at it. It just means we are doing it. Sculpture, structure, inventiveness and determination**I have seen how we can learn about ourselves through art.I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. **Sculpture, structure, inventiveness and determination**I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don’t know exactly what I’m doing. **Sculpture, structure, inventiveness and determination**I can use a variety of drawing materials to make experimental drawings based upon observation.I can construct with a variety of materials to make a sculpture. **Sculpture, structure, inventiveness and determination**I can see my personality in what I have made.I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again **Sculpture, structure, inventiveness and determination** | 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. [All Pathways for Year 6](https://www.accessart.org.uk/full-primary-art-curriculum/)  Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of… It links to…”).  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.  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. [All Pathways for Year 6](https://www.accessart.org.uk/full-primary-art-curriculum/) |

**Barrow CE School Art Vocabulary**

Vocabulary should include key words below. Additional vocabulary is available in the medium-term plans for each pathway. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes.

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| Reception | **What can we see?** Image, picture, look closely,  Sketchbook, imagine, shadow | **How can we use our imaginations?**  Imagine, create, design, free, connect, fabric | | **How can we explore colour?** Collection, ink, paint, explore, mix, crayon | **How can we build worlds?** Sculpture, design, model, join, decorate | | **How can we explore materials and marks?**  Overlap, printing, outline, watercolour, rubbing, collage  **How can we use our bodies to make art?** Outline, texture, canvas, print, excess paint, pressure | | **How can we explore 3D materials?** Build, join, attach, marbling ink, hole punch, scrap paper |
| Year 1 | **Spirals:** Spiral, Continuous Line,  Graphite,  Drawing Surface (Paper, Ground)  Oil Pastel, Blending | | | **Playful Making:**  Sculpture, Sculptor, Three Dimensions  Design,  Construct, Structure | **Exploring Watercolour:**  Watercolour,  Wet on dry  Wet on wet  Primary colours, secondary colours,  Colour mixing | | **Making Birds:**  Texture  Observation,  Explore,  Transform,  Collage  Sculpture, | | **Flora & Fauna:**  tones,  hues,  tints  Graphite,  Oil Pastel, Graphite,  Painted paper |
| Year 2 | **Explore & Draw:**  Explore and Collect  Curious  arrange, composition  Pattern | | | **Expressive Painting:**  Abstract  Emotion  Personal  Imagination  Still life  Landscape | | **Stick Transformation:**  Design  Select  Experiment  Join  Material  Sculpture | | **Music & Art:**  Rhythm  Listen  Respond  Loose  Pressure  Abstract | |
| Year 3 | **Gestural Drawings with Charcoal:**  Charcoal, Loose, Expressive  Drama, Lighting, Shadow, Atmosphere, | | | **Working with shape and colour**  Print  Colour  Arrange  Collage  Focus  Composition | | **Telling Stories Through Drawing & Making:**  Brainstorm, Explore,  Wash, Layer, Exaggerate,  Composition | | | |
| Year 4 | **Storytelling Through Drawing:**  Illustration , Interpretation,  Graphic Novel, Illustrator,  Mark Making, Medium | | | **Cloth, Thread and paint:**  Mixed Media, Background and Foreground, Impasto, Dilute,  Tension, Repeated Pattern | | **Be an architect**  Architect,  Model, Scale,  Three Dimensional, Form, Structure, | | | |
| Year 5 | **Typography & Maps:**  Typography, Lettering, Graphics, Design,  Playful, Exploratory,  Visual Impact  Pictorial Maps, Identity, Symbols, | **Making Monotypes:**  Monotype, Installation  Poetry, Evoke, Response, Translate,  Mood, Sense,  Layer, Combine, Multi Media | | **Land and Cityscapes:**  Landscape, Cityscape, Mixed Media,  Senses, Spirit, Energy, Capture,  Composition, Format  Present, Share, Reflect, Respond, | | | | | |
| Year 6 | **2D Drawing to 3D Making:**  2D Drawing  3D Object  Packaging  Negative space  Grid method  Scaling up  Net, Typography, Graphic Design  Collage  Balance | | **Mixed Media**  Landscapes, cityscapes, explore, experiment,  capture, combine,  medium, impasto, layering | **Take a Seat:**  Chair Design, Designer, Craftsperson, Maker  3D Doodle, Design through Making,  Chair Design  Expression, Personality, Character, | | | | | |