

KS1 Year A					
Drawing	Sketchbooks	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals	Understand watercolour is a media which uses water and pigment. Exploring Watercolour	Understand collage is the art of using elements of paper to make images. Making Birds	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making	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 there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds	Make a simple elastic band sketchbook. Personalise it. Spirals Use sketchbooks to:	Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour	Understand we can create our own papers with which to collage. Making Birds	Understand the meaning of "Design through Making" Making Birds	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.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Pupils draw from first hand observation, observing detail using materials above.	Develop experience of primary and secondary colours Spirals Exploring Watercolour Practice observational drawing Spirals Making Birds Explore mark making Spirals Exploring Watercolour Making Birds	Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour Paint without a fixed image of what you are painting in mind. Exploring Watercolour Respond to your painting, and try to "imagine" an image within. Exploring Watercolour Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour	Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	Use a combination of two or more materials to make sculpture. Making Birds Use construction methods to build. Making Birds Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds	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 classmates work. All Pathways for Year 1

KS1 Year B	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Painting	Collage	Making	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	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	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw	Understand when we make sculpture by adding materials it is called Construction. 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.
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw	Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting	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	Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project	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. Explore & Draw	Work in sketchbooks to: Explore the qualities of different media. Explore & Draw Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore colour and colour mixing. Expressive Painting Make visual notes about artists studied. Explore & Draw	Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Understand the concept of still life. Expressive Painting	Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw	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	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
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		Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting			Reflect upon the artists' work, and share your response verbally ("I liked...").
Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw		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			Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw					Talk about intention. Share responses to classmates 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

KS2 Year A	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Painting	Collage	Making	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	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3	Understand that we can create imagery using natural pigments and light. Telling Stories		Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display	To understand that visual artists look to other artforms for inspiration.
Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal	Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3	Understand that paint acts differently on different surfaces. Cloth, Thread, Paint		Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display	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.
Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal	Work in sketchbooks to: Explore the qualities of charcoal Gestural Drawing with Charcoal	Understand the concept of still life and landscape painting. Cloth, Thread, Paint			Understand artists often collaborate on projects, bringing different skills together.
	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 Cloth, Thread, Paint	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories		To understand that sometimes people themselves can be the object, as in performance art. Art of Display	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal	your own. Gestural Drawing with Charcoal Cloth, Thread, Paint	Continue to develop colour mixing skills. Cloth, Thread, Paint			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
Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal	Develop mark making skills. Gestural Drawing with Charcoal Cloth, Thread, Paint			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. Art of Display	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").
Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal	Brainstorm and explore ideas relating to performance art. Art of Display	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		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. Art of Display	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.
Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint				To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display	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 3

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Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. 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	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
	Use sketchbooks to:	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories	Understand artists often collaborate on projects, bringing different skills together.
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	Practise drawing skills. Storytelling Through Drawing Exploring Still Life	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life	That clay and Modroc are soft materials which finally dry/set hard. Telling Stories	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
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. Storytelling Through Drawing	Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets) Exploring Still Life	An armature is an interior framework which support a sculpture. Telling Stories	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
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	Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Brainstorm pattern, colour, line and shape. Exploring Still Life Reflect. Storytelling Through Drawing Exploring Still Life	Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories Make an armature to support the sculpture. Telling Stories	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 4