

Art: progression document



Nursery: CUSP Planning The Dot, Three Little Pigs				
Drawing	Painting	Colour/Pattern/shape/texture:	Artists / Wider concepts	Discussion and evaluation
<ul style="list-style-type: none"> ▪ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ▪ Use drawing to represent ideas like movement or loud noises. ▪ Show different emotions in their drawings, like happiness, sadness, fear, etc. <p>Vocabulary: shape, lines, drawing, wavy, straight</p>	<ul style="list-style-type: none"> ▪ Select different tools to paint, e.g. brushes, rollers, sponges, body parts. ▪ Explore what happens when they mix primary colours. ▪ Choose particular colours to use for a purpose. ▪ Show different emotions in their paintings, like happiness, sadness, fear, etc. <p>Vocabulary: choose, tools, mix, try, feeling (and revise colour)</p>	<ul style="list-style-type: none"> ▪ Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple). ▪ Experiment to create different textures, e.g. mixing different materials into paint / glue. ▪ Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics). <p>Vocabulary: mix, lumpy, smooth, rough, gloopy, pattern (including above named colours)</p>	<ul style="list-style-type: none"> ▪ Know what an art show is. ▪ Name at least one artist. ▪ Know that illustrators are artists. ▪ Talk about colours and shapes in different pieces of art. ▪ Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this. <p>Vocabulary: dislike, art show, illustrator, simple shape names (and names of colours)</p>	<ul style="list-style-type: none"> ▪ Say what they like about their creations. ▪ Say what was hard and easy about their creations. ▪ Talk about the colours they have used and why. ▪ Use increasingly accurate vocabulary to name what they have used to create, e.g. egg box, cereal box, juice bottle, plastic, cardboard. ▪ Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like xxx because ... <p>Vocabulary: hard, easy, because, enjoyed, favourite (plus colour language – see painting section)</p>

Reception: CUSP Planning Luna Loves Art, Things That Go!				
Drawing	Painting	Colour/Pattern/shape/texture:	Artists / Wider concepts	Discussion and evaluation
<ul style="list-style-type: none"> ▪ Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas . ▪ Create different depth of line using the above. ▪ When drawing themselves, represent all of the different face / body parts. ▪ Draw with increasing observation, e.g. the banana has black dots. 	<ul style="list-style-type: none"> ▪ Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). ▪ Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. ▪ Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. ▪ Accurately use a paint brush (appropriate grip). 	<ul style="list-style-type: none"> ▪ Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey. ▪ Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to 	<ul style="list-style-type: none"> ▪ Know what an art gallery is. ▪ Name at least two different artists. ▪ Express clear opinions about different paintings / designs / sculptures justifying their opinions. ▪ Talk about colours, shapes, patterns and texture in different pieces of art. <p>Vocabulary: art gallery, opinion, because, texture, pattern, shape (and all common colours)</p>	<ul style="list-style-type: none"> ▪ Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Say what works well / why they are proud / pleased about their creation and what they might do to make it even better.

Vocabulary: detail, dark, light, thick, thin, observe	Vocabulary: match, technique, watercolour, powder, grip	represent the beach. ▪ Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary. Vocabulary: texture, lighter, darker, shade, AB/ABC Pattern (plus most common colours)		▪ Create collaboratively, sharing ideas, resources and skills. Vocabulary: materials, fixings, better, proud, idea
Early Learning Goal: Expressive Arts and Design	Creating with Materials Children at the expected level of development will: <ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • share their creations, explaining the process they have used. 			

AccessArt Progression (Skills and Knowledge) for Primary Schools Years 1 to 6

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can	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 we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour	Understand collage is the art of using elements of paper to make images. Making Birds Understand we can	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds Understand the meaning of "Design through Making" 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.
transform 2d drawings into 3d objects. Making Birds	Make a simple elastic band sketchbook. Personalise it. Spirals		Explore watercolour in an intuitive way to build understanding of the	create our own papers with which to collage. Making Birds		Understand we may all have different responses in terms of our thoughts and the things we make. That we may share
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 sketchbooks to: Develop experience of primary and secondary colours Spirals Exploring Watercolour		Paint without a fixed image of what you are painting in mind. 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	Understand all responses are valid. All Pathways for Year 1
Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals	Practice observational drawing Spirals Making Birds		Respond to your painting, and try to "imagine" an image within. Exploring Watercolour		Use construction methods to build. Making Birds	Reflect upon the artists' work, and share your response verbally ("I liked...").
Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds	Explore mark making Spirals Making Birds Exploring Watercolour		Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour		Work in a playful, exploratory way, responding to a simple brief, using Design through Making	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").

					philosophy. Playful Making Making Birds	Some children may feel able to share their response about classmates work. All Pathways for Year 1
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Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		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 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 mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint		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	Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint		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	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw			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	Work in sketchbooks to: Explore the qualities of different media. Explore & Draw Explore Through Monoprint					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 Explore Through Monoprint	Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint					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	Make visual notes about artists studied. Explore & Draw Explore Through Monoprint					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

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook All Pathways for Year 3</p>		<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p>		<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p>	<p>To understand that visual artists look to other artforms for inspiration.</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>drawings. Gestural Drawing with Charcoal</p> <p>Understand that animators make drawings that move.</p>	<p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p>		<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>		<p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</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. All Pathways for Year 3</p>
<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings</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. Gestural Drawing with Charcoal Cloth, Thread, Paint Animated Drawings</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Cloth, Thread, Paint Animated Drawings</p> <p>Brainstorm animation ideas. Animated Drawings</p>		<p>Continue to develop colour mixing skills. Cloth, Thread, Paint</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. Cloth, Thread, Paint</p>		<p>Understand that articulated drawings can be animated. Animated Drawings</p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings</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 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 & perspective. All Pathways for Year 3</p>

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
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	To understand that make sculpture can be challenging. To understand its 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. Sculpture & Structure	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using	Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Exploring Still Life Sculpture & Structure	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life	Develop our construction skills, creative thinking and resilience skills by making sculpture which	Understand artists often collaborate on projects, bringing different skills together.
charcoal and chalk which convey drama and mood. Use light and portray light/shadow. 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	Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Sculpture & Structure Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Sculpture & Structure	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 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	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. Sculpture & Structure	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
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	Brainstorm pattern, colour, line and shape. Exploring Still Life Reflect. Storytelling Through Drawing Exploring Still Life Sculpture & Structure	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		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

Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</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. Typography & Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Fashion Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes</p>	<p>Understand that mono types are single monoprnts. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</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”). Fashion Design</p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Fashion Design</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>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</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. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</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. Typography & Maps</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Fashion Design Making MonoTypes</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. Fashion Design</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. Fashion Design</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. Making MonoTypes</p>	<p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p>	<p>Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design</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 & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>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</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 2D</p>	<p>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. Activism</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism</p>		<p>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. Shadow Puppets</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>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.</p>
<p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p>	<p>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? Activism</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism</p>		<p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working</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. All Pathways for Year 6</p>
<p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 2D</p>	<p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p> <p>Explore combinations and layering of media. Activism</p> <p>Develop Mark Making Activism 2D to 2D Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Shadow Puppets</p>	<p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p>		<p>collaboratively to perform a simple show sharing a narrative which has meaning to you. Shadow Puppets</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 & perspective. All Pathways for Year 6</p>