

Drawing & Sketchbooks

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Spirals Drawing, Sketchbooks	Explore & Draw Drawing, Sketchbooks, Collage	Gestural Drawing with Charcoal Drawing, Sketchbooks	Storytelling Through Art Drawing, Sketchbooks, Collage	Typography and Maps Drawing, Sketchbooks, Making	2D Drawing to 3D Making Drawing, Sketchbooks, Making
	<p>1. Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>2. Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>3. Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>4. Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>5. Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>1. Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>2. Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p> <p>3. Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>4. Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</p> <p>5. Pupils will display their work in a clear space and reflect on the half</p>	<p>1. Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>2. Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>3. Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>4. Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>5. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Edgar Degas, Laura McKendry, Heather Hansen</p>	<p>1. Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>2. Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>3. Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>4. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Laura Carlin, Shaun Tan</p>	<p>1. Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.</p> <p>2. Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>3. Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p> <p>4. Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p> <p>5. Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p>	<p>1. Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>2. Pupils will explore the colours and patterns on different types of food packaging.</p> <p>3. They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>4. Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p> <p>5. Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p> <p>Lubaina Himid, Claire Harrup</p>

	Molly Haslund.	term, sharing what they like and what they would like to try again through peer discussion. Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.			Louise Fili, Grayson Perry, Paula Scher	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Simple Printmaking Printmaking, Collage, Sketchbooks	Exploring the World Through Mono Print Printmaking (Mono Print), Drawing, Collage, Sketchbooks	Working with Shape & Colour Drawing, Collage, Stencils, Screen Print, Sketchbooks	Still Life Drawing, Painting, Collage, Sketchbooks	Fashion Design Fashion, Drawing, Making, Sketchbooks	Printmaking & Activism Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks
Print, Colour, Collage	<p>1.Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>2.Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.</p> <p>3.Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>4.Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>5.Pupils reflect on their</p>	<p>1.Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.</p> <p>2.Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.</p> <p>3.Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment</p>	<p>1.Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>2.Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>3/4.Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p> <p>I can add to my collage using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p>	<p>1.Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>2.Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16th Century artists. They will record and reflect throughout in their sketchbooks.</p> <p>3/4.Pupils will create their own still life artworks. Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.</p> <p>5.Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<p>1.Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</p> <p>2.Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.</p> <p>3.Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.</p> <p>4.Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>5.Pupils will work in pairs or teams to document their work using cameras or Ipad. Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>	<p>1.Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</p> <p>Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>2.Pupils will work in sketchbooks to explore their own voice and message.</p> <p>3/4.Option 1: Pupils will explore collage techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>5.Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Luba Lukova, Faith Ringgold, Shepard Fairey</p>

	<p>drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>with colour, shape and line; taking creative risks to see what can be achieved with this technique.</p> <p>4/5.Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Xgaoc'o Xare</p>	<p>I can take photographs of my work.</p> <p>5.I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> <p>Matisse, Claire Willberg</p>			
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Playful Making Sculpture, sketchbooks, drawing	Music & Art Drawing, Sketchbooks, Painting, Collage, Making	Telling Stories Through Making Sculpture, Drawing, Sketchbooks	Festival Feasts Drawing, Making, Painting, Sketchbooks	Set Design Making, Drawing, Sketchbooks	Shadow Puppets Making, Drawing, Sketchbooks
Working in 3D	<p>1.Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen.</p> <p>2.Pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome. Children find out how they might attach more than one material together to construct new forms through trial and error.</p> <p>3/4.Pupils apply what they found out about the properties of materials during lesson 2 and push their exploration further by responding to the selected brief. Using their imaginations and</p>	<p>1.Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally.</p> <p>2.Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole</p>	<p>1.Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.</p> <p>2.Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a</p>	<p>1.Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</p> <p>2/3.Pupils will explore their favourite foods through sculpture.</p> <p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three</p>	<p>1.Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings</p> <p>2/3.Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials,</p>	<p>1.Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper.</p> <p>They will understand how paper can be cut and shaped to create puppets.</p> <p>2/3.They will record their responses and ideas in sketchbooks.</p> <p>Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets.</p>

<p>hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings.</p> <p>5.Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks.</p> <p>Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</p>	<p>body to make marks. Pupils will share their thoughts in a class discussion.</p> <p>3.Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to 'projection mapping'. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to 'paint music' on the whiteboard.</p> <p>4.Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration.</p> <p>5.Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Kandinsky</p>	<p>watercolour wash painting to consolidate all that they have learnt in the session.</p> <p>3/4. Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour.</p> <p>5.Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Rosie Hurley, Inbal Leitner, Roald Dahl , Quentin Blake</p>	<p>different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p> <p>4.Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.</p> <p>5.Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.</p> <p>Claes Oldenberg, Lucia Hierro</p>	<p>and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.</p> <p>4.Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>5.Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p>Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p>	<p>4.They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Pupils will perform a shadow puppet show.</p> <p>Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte</p>
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