



## Art knowledge and skills progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<h1>Vocabulary</h1>		<p><b>Drawing:</b> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p><b>Painting:</b> Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p> <p><b>Printing:</b> Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p> <p><b>Collage &amp; Textiles:</b> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p><b>Sculpture:</b> Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.</p>	<p><b>Drawing:</b> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p> <p><b>Painting:</b> Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p> <p><b>Printing:</b> Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.</p> <p><b>Collage &amp; Textiles:</b> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p><b>Sculpture:</b> Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>	<p><b>Drawing:</b> Frame, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.</p> <p><b>Painting:</b> Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.</p> <p><b>Printing:</b> Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Negative image, Positive image.</p> <p><b>Collage &amp; Textiles:</b> Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.</p> <p><b>Sculpture:</b> Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p>	<p><b>Drawing:</b> Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p> <p><b>Painting:</b> Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p> <p><b>Printing:</b> Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous,</p> <p><b>Collage &amp; Textiles:</b> Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p> <p><b>Sculpture:</b> Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.</p>	<p><b>Drawing:</b> Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.</p> <p><b>Painting:</b> Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.</p> <p><b>Printing:</b> Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Relief, Etching, Engraving, Indentation, Collograph, Pressure.</p> <p><b>Collage &amp; Textiles:</b> Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p> <p><b>Sculpture:</b> Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.</p>	<p><b>Drawing:</b> Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p><b>Painting:</b> Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p><b>Printing:</b> Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p><b>Collage &amp; Textiles:</b> Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.</p> <p><b>Sculpture:</b> Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.</p>
	<h1>Drawing</h1>	<h1>Knowledge</h1>	<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a></p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move.</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. <a href="#">Exploring Pattern</a></p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. <a href="#">Exploring Pattern</a></p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. <a href="#">Exploring Pattern</a></p>	<p>Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <a href="#">Typography &amp; Maps</a></p>
<h1>Drawing</h1>	<h1>Skills</h1>	<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Making Birds</a></p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <a href="#">Simple Printmaking</a></p>	<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</a></p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a></p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. <a href="#">Explore &amp; Draw</a></p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. <a href="#">Animated Drawings</a></p>	<p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <a href="#">Storytelling Through Drawing</a></p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a></p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. <a href="#">Exploring Pattern</a></p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <a href="#">Storytelling Through Drawing</a></p>	<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. <a href="#">Typography &amp; Maps</a></p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). <a href="#">Set Design</a></p>	<p>Explore using negative and positive space to "see" and draw a simple element/object. <a href="#">2D to 3D</a></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 3D</a></p> <p>Use collage to add tonal marks to the "flat image". <a href="#">2D to 3D</a></p>

Sketchbooks	Knowledge	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a>	Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 2</a>  Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a>	Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a>  Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a>  Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a>	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a>		
	Skills	Make a simple elastic band sketchbook. Personalise it. <a href="#">Spirals</a> Use sketchbooks to:  Develop experience of primary and secondary colours <a href="#">Spirals Exploring Watercolour</a>  Practice observational drawing <a href="#">Spirals Making Birds</a>  Explore mark making <a href="#">Spirals Exploring Watercolour Making Birds</a>	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a>  Work in sketchbooks to:  Explore the qualities of different media. <a href="#">Explore &amp; Draw Explore Through Monoprint</a>  Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw Explore Through Monoprint</a>  Make visual notes about artists studied. <a href="#">Explore &amp; Draw Explore Through Monoprint</a>	Work in sketchbooks to:  Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a>  Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal Cloth, Thread, Paint Animated Drawings</a>  Develop mark making skills. <a href="#">Gestural Drawing with Charcoal Cloth, Thread, Paint Animated Drawings</a>  Brainstorm animation ideas. <a href="#">Animated Drawings</a>	Use sketchbooks to:  Practise drawing skills. <a href="#">Storytelling Through Drawing Exploring Pattern Sculpture &amp; Structure</a>  Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing Exploring Pattern Sculpture &amp; Structure</a>  Test and experiment with materials. <a href="#">Storytelling Through Drawing Exploring Pattern Sculpture &amp; Structure</a>  Brainstorm pattern, colour, line and shape. <a href="#">Exploring Pattern</a>  Reflect. <a href="#">Storytelling Through Drawing Exploring Pattern Sculpture &amp; Structure</a>	Use sketchbooks to:  Explore mark making. <a href="#">Typography &amp; Maps Set Design Fashion Design</a>  Brainstorm ideas generated when reading poetry or prose. <a href="#">Set Design</a>  Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps Set Design Fashion Design</a>  Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <a href="#">Set Design Fashion Design</a>  Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. <a href="#">Fashion Design</a>	Use sketchbooks to:  Practise seeing negative and positive shapes. <a href="#">2D to 3D Activism</a>  Using the grid method to scale up an image. <a href="#">2D to 3D</a>  Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <a href="#">Activism</a>  Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Activism</a>  Explore combinations and layering of media. <a href="#">Activism</a>  Develop Mark Making <a href="#">Activism 2D to 3D Shadow Puppets</a>  Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism 2D to 3D Shadow Puppets</a>
Printmaking	Knowledge		Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <a href="#">Explore Through Monoprint</a>				Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a>  Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <a href="#">Activism</a>
	Skills		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. <a href="#">Explore Through Monoprint</a>				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. <a href="#">Activism</a>  Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. <a href="#">Activism</a>  Or create a zine using similar methods. <a href="#">Activism</a>

Painting	Knowledge	<p>Understand watercolour is a media which uses water and pigment. <a href="#">Exploring Watercolour</a></p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <a href="#">Exploring Watercolour</a></p>		<p>Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a></p> <p>Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a></p>			
	Skills	<p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. <a href="#">Exploring Watercolour</a></p> <p>Paint without a fixed image of what you are painting in mind. <a href="#">Exploring Watercolour</a></p> <p>Respond to your painting, and try to “imagine” an image within. <a href="#">Exploring Watercolour</a></p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. <a href="#">Exploring Watercolour</a></p>		<p>Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint</a></p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <a href="#">Cloth, Thread, Paint</a></p>	<p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploing Pattern</a></p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Pattern</a></p>	<p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design. <a href="#">Fashion Design</a></p>	
Collage	Knowledge	<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a></p> <p>Understand we can create our own papers with which to collage. <a href="#">Making Birds</a></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></p>				
	Skills	<p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a></p>	<p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. <a href="#">Explore &amp; Draw</a></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw</a></p>				
Making	Knowledge	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Making Birds</a></p> <p>Understand the meaning of “Design through Making” <a href="#">Making Birds</a></p>	<p>Understand when we make sculpture by adding materials it is called Construction. <a href="#">Stick Transformation Project</a></p>	<p>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></p>	<p>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. <a href="#">Sculpture &amp; Structure</a></p>	<p>Understand that set designers can design/make sets for theatres or for animations. <a href="#">Set Design</a></p> <p>Understand that designers often create scaled models to test and share ideas with others. <a href="#">Set Design</a></p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Fashion Design</a></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. <a href="#">Shadow Puppets</a></p>
	Skills	<p>Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a></p> <p>Use construction methods to build. <a href="#">Making Birds</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a></p>	<p>Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Stick Transformation Project</a></p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. <a href="#">Stick Transformation Project</a></p>	<p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. <a href="#">Animated Drawings</a></p>	<p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. <a href="#">Sculpture &amp; Structure</a></p>	<p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. <a href="#">Set Design</a></p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <a href="#">Set Design</a></p> <p>Option to work in 3d to devise fashion constructed from patterned papers. <a href="#">Fashion Design</a></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 collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a></p>

Purpose/visual literacy/articulation	Knowledge	<p>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.</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.</p> <p><a href="#">All Pathways for Year 1</a></p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>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.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 2</a></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>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 3</a></p>	<p>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.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 4</a></p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an 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. <a href="#">All Pathways for Year 5</a></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 we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 6</a></p>
		Skills	<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p> <p><a href="#">All Pathways for Year 1</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 2</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 4</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></p>